URBAN ADJUDICATION PANEL

WINNIPEG SCHOOL DIVISION NO. 1

COMPENSATORY SUPPORT PROGRAM

MAY 21 & 22, 1987

Manitoba
Education

AGENDA

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

THURSDAY, MAY 21, 1987
FRIDAY, MAY 22, 1987

BLUE BOARD ROOM
124 KING STREET

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THURSDAY, MAY 21, 1987
9:00 A.M. - 5:00 P.M.

FRIDAY, MAY 22, 1987
9:00 A.M. UNTIL COMPLETED

1) Introduction
   Terms of Reference

2) Dollars Available

3) Review of Minutes of November 17, 1987

4) Projects Requesting 2nd Year Funding

5) Projects Requesting 4th Year Funding

6) Projects Requesting 3rd Year Funding

7) New Projects

8) Special Grants

9) Completed Projects, Updates and Other Information

MINUTES

MINUTES

URBAN ADJUDICATION PANEL MEETING

COMPENSATORY SUPPORT PROGRAM

MONDAY, NOVEMBER 17, 1986

9:00 A.M. - 2:30 P.M. BLUE BOARD ROOM

In Attendance:
Pauline Clarke
Dorothy Neufeld
Carole Basarab
Sylvia Taylor
Pat Rowantree - Chair
Juliette Sabot
Suni Matthews
Jack King
Susan Fonseca
Darlene Neufeld

Unable to Attend:
Ben Zaidman
Maria Mealha
Anne Jefferson

1) BUSINESS ARISING FROM MINUTES

TEACHER MENTOR PILOT - JACK

- big issue is confidentiality
- we will only fund Year 1
- Sylvia asked for opinion from the MTS lawyers - they said we would have no problem with confidentiality issue if we fund Year I only
- Jack stated that there will be new teachers partnered with more experienced ones
- Sylvia - re: her quote in the last meeting's minutes - all schools have inner city population
- Jack - would like Panel's direction re: funding this under a PILOT
- Carole - still not comfortable with this proposal
- Sylvia - has no problems with this if they confine themselves to Year I
- Dorothy - has no problems with it, but doesn't know all the ramifications involved
- Pauline - still has some concerns about it - can't quite see the link between this project and Compensatory
- Carole - doesn't see this as a Compensatory Education program
- Sylvia - in response to Carole - said that B.E. Glavin etc. do have strong inner city characteristics
- Carole - this project is compensating for a need in the university

- Pat - pilots tend to be a little more flexible than grants
- Carole - "doesn't mind being outvoted on this, but feels strongly against it"
- Dorothy - is Division committed?
- Jack - many dollars already spent on travel and visitation by River East School Division No. 9
- Pauline - would like to build something into this proposal/ pilot
  - would like something to show the effectiveness of this program on teachers
- Pat - put in proviso "that River East be obliged to share the training/results with Winnipeg No. 1
- Carole - would like Otto Toews and person running the program to be available to discuss the project
- Jack - have ME rep on body?
- Pat - will find out if Ed Buller is involved
- Sylvia mentioned that she is sitting on the Panel through the River East Teachers' Association
- Pat - asked Jack to write up a Recommendation sheet for Panel to discuss later this afternoon

ELEMENTARY COUNSELLING

- meeting scheduled for November 27 to come up with recommendations

REGENT PARK - JACK

- resource teacher had written letter that was unacceptable
- now have letter from principal with evaluation plan following
- ongoing need for Jack to be involved with Community Liaison Worker who had to make transition from being aide last year to worker this year
- steering committee set up for these workers
- parent centre opened last week

ELWICK - JACK

- we were looking for letter confirming a matching of funding for position, at September's Adjudication meeting
- letter is in handout
- we are funding 2 half-times in 2 other schools

KEN SEAFORD - EDMUND PARTRIDGE - WEST ST. PAUL - SUE

- Sue had added this information to last meeting's booklet just for Panel's information
- was to represent Seven Oaks final evaluation of program

2) FINANCIAL INFORMATION - SUE

- Susan presented sheets representing 1987 Compensatory funding
- Finance wants us to do all our funding on a calendar year
- we would rather run our programs on a fiscal year
- Pat - creates auditing problems, and there is an element we don't like - no carry-overs mean spending sprees by divisions
- the projects feel they must spend their money by such and such a time. We are telling them not to do so - we will reallocate funds for them instead. Pat and Ed want to work this through with the Deputy Minister.

3) WINNIPEG NO. 1 - RENEWALS

RIVER ELM - JULIETTE

- interim for Year I was circulated in a handout
- note page 3 at bottom - 59.8% increase in Resource Centre use since Parent/Child Centre's opening
- Juliette would recommend putting through a 12-month contract including benefits (which are included in this salary)
- Carole - job description is adequate
- Pat and Panel - very impressed with the usage rate
- Juliette - their doors are always open - Panel is invited to visit

RECOMMENDATION: That M.E. fund in the amount of $27,000 ($24,640 salary and $2,360 materials) with a final evaluation to be received by October 15, 1987.

ST. STEPHEN'S BROADWAY - JOYCE

- interim evaluation - has been found that students who begin with the program stay with the program
- started officially after spring break last year
- ME, Winnipeg No. 1, St. Stephen's Church Board are all involved in this project
- funding last year was set at $69,500
- this year they are requesting $86,800 (includes 2 staff at .8 time)

- Materials - they need fair amount of mimeographing done for correspondence courses
- Sylvia - very interested in this project - very worthwhile. good young mothers (re: Panel Tour Day)
  - also question process of course preparation for the students
- Joyce - they have an academic teacher - curriculum adaptation
- Sylvia - is there a profile done on these students?
- Joyce - teacher was hired to look at where the students are academically
- Pauline - Argyle School has an incremental approach with credit courses - perhaps St. Stephen's could contact Argyle
- Dorothy - sees very much potential in this program
- Carole - the church is very supportive of this program
- Sylvia - networking was seen among the young mothers - very important!

RECOMMENDATION: That M.E. fund $75,000 ($72,320 salary and $2,680 materials) for the calendar year January-December, 1987. That the program be directed to develop linkages with Argyle School. Final evaluation to be submitted by October 15, 1987. That St. Stephen's Broadway provide the rent for the continuation of the program; maintain the facilities for as long as the program is housed there; and provide volunteer commitment to the program.

VERTICAL INTEGRATED PROJECT - HUGH JOHN MACDONALD - SUNI

- difficulty from onset - participation from the 2 schools minimal
- first year of project - 2 schools (HJM and Pinkham) actually involved
- Victoria-Albert and Dufferin indicated their withdrawal - only 3 major activities occured:
  1) visitation
  2) oral language workshop
  3) summer writing workshop - 3 schools participated (Pinkham, HJM, Dufferin) - were to prepare a unit with oral language thrust
- to date, Suni has only received one completed project
- September '86 report - organization was altered
- Suni met with them - suggested that they submit a new proposal
- Suni - lack of direction/focus - handed out her recommendation.
  - difficult to get breakdown of expenditures.
  - suggested that some of remaining monies be reallocated to Multicultural Counselling
- Sylvia - difficult to find out where this project went wrong
- Pauline - dynamics were different when they first started
  - principals changed second year

RECOMMENDATION: That M.E. not fund this proposal beyond November 30, 1986. That M.E. receive copies of all materials produced. That the Division submit a final report by December 15, 1986 which:

1) assesses the effect of the project on the students;
2) indicates the implementation and effectiveness of the 1986 summer writing component;
3) includes a final statement of expenditures to November 30, 1986.

WESTON - WRITING TO READ - SUNI

- visited by Panel on their Tour Day October 3/86
- is funded until the end of December
- request continuation of aide salary
- changes have been made - K students attend every other day for 45 minutes
- teachers had same concerns as Panel had expressed but see some good results
- Carole - found a rigid system, with teachers trying to fit that into a class structure that was not rigid
- Sylvia - evaluation plan will have to be reviewed in light of teacher input
- evaluation plans need to be reviewed regularly so that children do not get tied into something that doesn't work

RECOMMENDATION: That M.E. fund $4,500 to cover .5 aide position to end of project June, 1987. Final evaluation to be submitted April 15, 1987.

4) ED BULLER

Ed Buller, who was present for a portion of the meeting asked for an opportunity to share some thoughts:

RIVER ELM - project opening - impressed with non-educators involved and parent leadership taken.
P.A.P.I.D. - unique that it's held in a church. Doing very important things for adolescent group.
V.I.P. - need to be careful not to view as a failure. What was learned could have a very important value.

Re: Funding Patterns - spoke with Glenn November 14 - he agrees that Compensatory funding has to be looked at differently. Funding patterns cannot follow formula approach.

Weston Project - important to be able to make some conclusions from this project. Can't pull out now and expect to have creditable results.

Work being done through the Panel is terribly important. It's appreciated!

Carole - Panel likes the funding the "old way" better.
Pauline - is there any mechanism that allows other divisions (rural) to benefit/be informed of the good projects going on here?
Ed - not yet - there should be.
Sylvia - looking at Compensatory-type funding for other categorical grants (instead of formula funding)? Feels the results are a substantial improvement over other grants.

Ed - will look at this with Glenn and the Minister (in terms of what Compensatory funding has accomplished in setting a precedent).
Pauline - on behalf of the Division - really appreciates the effort the inner city team has shown.
Pat - thanked Ed for coming in.

5) NON-WINNIPEG NO. 1

JAMESWOOD - TRANSITION - JACK

- Jack - recommend funding from Jan/87 - Dec/87 and they intend to continue funding after that
- Sylvia - concern re: timeline
- Jack - needs are difficult to put in writing. Especially re: military - problem with priorities of St. James School Division, discussed changing of focus to bridging. Use Sept-Dec as an implementation phase.
- Sylvia - what is intent of the program?
  - what will they do from Jan-June/87?
- Jack - large part of work would be backing up documentation, identifying diagnostic tools for assessment - currently have only standardized tests.
- Sylvia - what are resources within the school now?
- Jack - 1 Resource person - severely affected by cuts in contact time with agencies.
- Sylvia - had phoned former principal of Jameswood re: this proposal. Problem is if Armed Forces need personnel, they move them regardless of the kids' problems (i.e. if they are handicapped in any way)

- Carole - interested in the project and aware of the problems
  - doesn't think this proposal will help the problem - it will always be there
  - liaison officer - Armed Forces? Jack - yes
  - is program compatible with principal?
  - are there resources on the Base available?
  - would like to fund as a Pilot for 2 years - set up and work with staff attitude towards the children and their parents.
  - would like to see orientation program for kids and parents.
  - sees this as a Compensatory program
- Sylvia - this school is not working with the military as it should be (or vice versa).
  - need to remember that for a large period in the year, the kids have only one parent (father is away).
  - put more of Division's own support services (i.e. Social Work)
- Pat - what is Division's plan? Include increase in time.
  Issues here:
  - support service component
  - linkage with Base
  - principal's role
  - program development for parents in the school (parent component)
  - methodology - is it appropriate?

  Require above plan before Panel funds.
- Panel would like to see them hire a graduate of Social Services
- will always be a high needs school
- staff development is important
- there is poverty here (low subsidized housing) - poorly paid
- Pat - perhaps consider changing Stevenson funding in the spring round
  - this has to be a grant because it's a regular school program
  - 18-month grant

RECOMMENDATION: That M.E. fund $20,000 for 18 months ($19,000 personnel, $1,000 materials) for January/87 - June/88 contingent upon receipt of a fully developed plan to include:

a) the establishment of a steering committee including but not limited to staff and parents;
b) the Division confirming that it will review the roles of present in-school support staff and division CGC-type staff;
c) inclusion of parent programs at the school level;
d) inclusion of a staff development plan which includes information regarding the role of the principal;
e) inclusion of a liaison plan with the Department of National Defence;
f) submission of an evaluation plan by January 30, 1987;
g) an interim report submitted by June 30, 1987 and a final evaluation by April 15, 1988.

KING GEORGE V - SCIENCE PROGRAM - JACK

- attempt by principal to meet concerns of Panel
- passed around support letter from U. of Victoria
- this is a one-person proposal - no other staff or parent involvement
- Jack - disappointed with proposal
- should communicate that Panel is not interested in funding.

RECOMMENDATION: That M.E. not fund this proposal and that the Division encourage the development of community/school needs assessment strategies and programs which involve parents and community.

EDMUND PARTRIDGE - JACK

- rather ambitious proposal
- since time of summary sheet publication, have not had contact with school - only with Assistant Superintendent
- would call for 3 full-time teachers and 1 full-time aide
- Sylvia - not too clear on this
  - why do they require 3 teachers in a Learning Centre?
  - most learning centres operate with a master teacher and para-professionals working in the classroom

Panel was aware that this proposal seeks to integrate kids into the classroom again. But why 3 teachers?

- Carole - they're "fixing the kid" instead of working cooperatively with the classroom teacher.
- Sylvia - problem with the model on page 6-36 - is a one-way model - would like to see a revolving door model.
- Pat - summary of this proposal from the Panel?
- Carole - not crazy about 2 teacher equivalent positions. Should use aides and train them.
- Pat - Panel could fund assistants (aides) and Division could cover cost of the teacher.
- Carole - would like us to fund aide positions. Look at how they're delivering their service over the course of the year.
- Panel - funding Materials - $ 1,000
  Aides - $13,000 each

RECOMMENDATION: The Panel supports the concept of re-integration as it applies to this proposal and therefore recommends that M.E. fund 2 teacher aide positions not to exceed $26,000 and $1,000 for materials. An interim report must be submitted by April 15, 1987 and a final evaluation April 15, 1988. Prior to the release of funds, the division must provide an overview of the delivery service model to be used and job descriptions of the funded positions. It is suggested that emphasis be placed on mainstreaming activities.

MARYMOUND - JACK

- high needs school
- are asking for a Life Book and computers
- need to remember that this is a school unlike others
- have 4 computers in designated subject classrooms
- project has potential to meet needs of students
- Dorothy & Carole - like this project and its stress on the future
- Panel - very comfortable with this proposal

RECOMMENDATION: That M.E. fund $9,950.00 as a special pilot grant and that final evaluation and statement of expenditures be received by October 15, 1987.

RIVER EAST S.D. - NEIL CAMPBELL ELEM. GUIDANCE - JACK

- require half-time elementary guidance counsellor
- $20,000.00
- needs defined don't necessarily relate to inner city needs
- River East - fair track record in terms of picking up projects and continuing funding
- principal - very well informed and prepared
- Jack - dealt with #3 in "Program Evaluations" handout
- Pat - community liaison is going very well, therefore would like to set something like that up for next year as well, in area of elementary counselling
- ISSUES: 1) Funding for this proposal on an ongoing basis
  2) Earmarking $ for evaluation
- Sylvia - important that there is Division support
  - should perhaps have gone to B.E. Glavin based on need
- Jack - this position is strictly half-time - no matching
- Sylvia - would like to fund Year I and have Division pick up Year 2
- Pat - we could fund $15,000 and have Division put in $5,000 to show Divison's involvement and support.
- Panel agrees to earmark funds for evaluation purposes
- Carole - have CEDA person involved on community board for Community Liaison program

RECOMMENDATION: That M.E. fund $20,000 for .5 guidance counsellor for one year only (Jan/87 - Dec/87) contingent upon the Division confirming by letter its intent to fund Year 2 of the project and to participate in an M.E. Elementary Counselling program evaluation commencing in September, 1987. That a final evaluation be submitted by October 15, 1987.

LUNCH

- Panel again expressed their appreciation of the Tour Day - they really enjoyed it and found it helpful!

TEACHER MENTOR PILOT - RECOMMENDATION - JACK

- Recommendation was circulated to Panel by Jack

RECOMMENDATION: That M.E. fund the Teacher Mentor Program to $10,000 with the following contingencies:

1) **that the Divison provide M.E. with copies of interim and final evaluation reports; and**
2) **that a commitment is given by the Division to develop a strategy for sharing information and findings with inner city teaching staff including such activities as writing articles, sponsoring forums and attending meetings; and**
3) **that a statement of expenditures and a report on the staff development phase be completed by May 1, 1987.**

FREE STAGE FOR YOUTH - NORWOOD S.D. - KING GEORGE V - SUSAN

- late submission
- recommend to fund Jan-Dec/87
- was a pilot several years ago and now would like a grant
- cannot find funding elsewhere
- are asking $5,000.00
- Sylvia - any effort to have professional entertainers perform for free?
- Sue - these professionals need their money
  - would like to fund in part and have Kinsmen or some other service clubs fund the remaining
- Pauline - if we fund - would be last time
- Sue - could have Core Area Initiative Education Development fund
- Panel - fund as a grant for $3,000.00 conginent upon them approaching service clubs for remaining funding.

RECOMMENDATION: Panel recommends funding $3,000 one year only contingent upon the Division securing the remaining $2,000 necessary for the implementation of the program and a final report with a statement of expenditures submitted at the conclusion of the pilot.

6) WINNIPEG NO. 1

PROFESSIONAL DEVELOPMENT - SUNI

a) School Visitation $4,800 - should be given specific objectives on what to look for during these visitations.
   - which six schools to participate? Should be the central inner city schools.
   - six schools that the teachers will come out of, but where they will visit has not yet been identified.

RECOMMENDATION: That M.E. fund this as a pilot program in the amount of $4,800 contingent upon the following:

a) that 6 inner city schools be identified to participate in the program, two teachers per school, total of 4 days each;

b) that pre/post-visitation plan be developed for each school site;

c) an evaluation plan be submitted, which will specifically determine impact and effectiveness on successful teaching strategies/resources/practices between classroom teachers.

b) Inner City Conference $4,000 - our dollars shouldn't be used for substitute costs for non-inner city teachers. There has been some discussion.
   - Carole - if we fund, specify that it doesn't need to be in spring. Should take more time if it'll make a better conference.

RECOMMENDATION: That M.E. fund this proposal based on the following contingencies:

a) that a conference committee be struck and that M.E. staff play an integral role in conference planning;

b) that the Conference Planning Committee submit a detailed budget breakdown prior to release of funds;

c) that there is a role for the involvement of paraprofessionals as participants;

d) that no funds be allocated to cover substitute costs of non-inner city teachers;

e) that a full accounting of expenditures be submitted upon completion.

Adjudication Panel recognizes time constraints in planning a spring conference and would support a fall implementation date.

c) Special Needs - need schools identified

RECOMMENDATION: Panel recommends funding in light of the findings of the evaluation of April 19, 1986. That M.E. staff be involved. That Division submit a final report upon completion which includes a statement of expenditures.

d) Secondary Alternative Teachers - need schools identified

RECOMMENDATION: Panel supports this concept in principle but defers the proposal pending submission of:

1) **carefully developed plan, e.g. schools identified, programs to be included, outcomes, process for evaluation;**
2) **an evaluation plan.**

e) Orientation for Teachers New to the Inner City - other avenues where this could be done e.g. schools, WTA...
- Pauline - want to provide support services in effort to be more organized and to emphasize professional development.
- Carole - difficulty with the 2 days for school visitations.
  - would see it as opportunity to fund development of a model.
  - would like to see M.E. input as to how model is developed.
  - would like to fund in some way.
- Pat - would recommend funding it as a grant.
- Sylvia - sees it as a good initiative - but it should be a process.
- Pat - should approve this in principle and bring back again in spring with changes made.
- should ME have a role in development of a model?
- Do paraprofessionals have a role in this? (Pat would like to see the Division take this issue up separately). Need more aide training.

Add:

Teacher Aide Training (highlight as a separate issue)
- is ME involvement acceptable?
- Pauline - it would have to be sub-committeed

RECOMMENDATION: That the Division develop a collaborative planning model for staff development in order to promote broad based involvement and participation in this initiative and further that this process include plans for orientation of teachers and administrators new to the inner city. Panel recommends that the Superintendents' Inner City Committee have responsibility for the development of the planning model, with support from M.E. staff.

This staff development proposal to be submitted in April, 1987 for fall implementation.
Further, Panel recommends that the Division complement this effort with the development of an Inner City Teacher Aide Training Model, and M.E. staff be directed to support and be involved in planning such an effort.

ESY - JULIETTE

- request that we fund salary for half-time administrative assistant to the end of the project.

RECOMMENDATION: That M.E. fund $7,898.00 ($6,398.00 for .5 Administrative Assistant salary and $1,500.00 materials) for the 1987 calendar year. That M.E. earmark $7,056.00 for the Fall, 1987 Adjudication round to cover administrative assistant salary to Early School Years Project pilot completion in August, 1988.

CHILD GUIDANCE CLINIC - INDIGENOUS WORKERS - SUE

- Core Area - Training & Employment trained 2 workers 2 yrs. ago
- Education Development picked up salaries for 2 workers for first year after graduation.
- Division asking us to fund salary costs and travel allowance until end of school year.
- Sue - would recommend funding to end of June with Division picking up cost again next year.
- Pauline - thought there would be funding on a school year basis, not a calendar year, which is reason for funding requested until June.
- Carole - how do CGC and Winnipeg No. 1 interact?
- Pauline - it's shared funding, but Winnipeg No. 1 manages it. These positions are seen as connected to the CGC.
- Carole - if we fund to July 1 - we are saying to Winnipeg No. 1 that they should make up their minds on whether to keep going with it or not.
- perhaps Panel could put in Recommendation that there was some commitment made, that they have some concern, that some move be made to recognize these positions in budgeting commitments.
  - Carole - have the word "Indigenous" changed?
  - not appropriate
  - Ethnic Community Workers?

RECOMMENDATION: That M.E. fund the two ethnic workers for $47,600 for the calendar year 1987 and an evaluation be submitted October 15, 1987 for consideration of cost sharing on an ongoing basis. Panel expresses concern over the withdrawal of the Division's funding commitment originally given to include these positions in their budget by November/86. Panel questions the use of the word "indigenous" in this context.

CURRICULUM ADAPTATION - SUNI

a) Language Arts K-3

RECOMMENDATION: That this proposal be deferred. That the Division resubmit in April, 1987 a more carefully developed plan including:
- identification of schools, process, speakers;
- evaluation plan.

That M.E. staff be involved in the planning process.

b) Social Studies

RECOMMENDATION: That this proposal be deferred. That the Division resubmit in April, 1987 a more carefully developed plan including:
- evaluation plan;
- identified schools;
- other sources of funding.

That M.E. staff be involved in the planning process.

c) Folders & Writing Process

RECOMMENDATION: That M.E. not fund this proposal.

d) Secondary Language Arts - not recommended. There is funding through School Based Model for this kind of thing.
  - idea of School Based Planning Model - reflects improvement model for Manitoba at school level (R.B. Russell and Isaac Newton).
- Carole - should let Division know that there are questions re: how this fits into Compensatory funding.
  - provide support Division-wide?
  - sharing of information?
  - Divison's definition of Curriculum Adaptation?

RECOMMENDATION: That this proposal be deferred. That the Division resubmit in April, 1987 a more carefully developed plan including:
- detailed budget;
- identified schools.

MULTICULTURAL REALITY - SUNI

- Suni - wanted to redirect some of the monies from V.I.P. project to this one.
  - materials package for workshop participants be made available
  - we are talking about $17,000.00 slippage from V.I.P.
  - Panel requires statement of budget beforehand
- Sylvia - we could recommend to cover the material costs.
- Carole - need to know if we are tied to funding
  - need to know how much dollars we have

ISSUE: If Panel would approve transferral of V.I.P. funds to this project.

RECOMMENDATION: That M.E. fund Native Component $10,000 for spring/87 following receipt of the program plan to be submitted by December 31, 1986.

I LOVE TO READ DAY - SUE

- met with Reading Council
- province-wide in February
- have funding from various groups
- said we would consider it if there is a strong inner city component
- information given in proposal as to Winnipeg No. 1's involvement
- request $1,000
- emphasize to the group the inner city component and parent Council's involvement
- should contact volunteer coordinator
- Panel agreed to fund $1,000

RECOMMENDATION: That M.E. contribute $1,000 to the above project. That M.E. receive a final report upon completion which outlines the inner city involvement and a statement of expenditures.

7) EVALUATIONS

- Peer Counselling, Elementary Counselling and Multicultural - get an outside evaluator in.
- Division has hired one of the positions (term)
- are interviewing again in the next few weeks to fill second position.
- Division still has no Director of Research - is really in a bind - have not found suitable person yet.

RECOMMENDATION: $10-12,000 from shortfall in not filling positions to cover Multicultural Reality and Peer Counselling evaluations.

SUMMER WRITING PROGRAM - SUNI

- paying teachers in summer for developing units.
- accountability is a problem
- Pat - when Panel funds a summer project - need to know who's monitoring and what's being done.
- Carole - should be looking at fee-for-service upon delivery of document.
  - pay a certain amount and the rest upon completion of unit.

PARENT CONFERENCE - SUNI

- 3 important workshops that would have been relevant to inner city parents were cancelled.
- notices were sent via school children to parents.
- in future if we continue to fund, we should use various appproaches.
- Dorothy - Inner City Voice - mentioned their issue on education
  - the staff there is more than willing to publicize.
- Carole - have approached Marshall Murdoch to develop a native component for the next one.
  - parents were involved - but were from River Heights and Sacre Cours. Committee that structured the conference will have to decide whether a large conference is feasible. May need to focus on a smaller community i.e. Freight House.
- Pat - should concerns be outlined for the Division?
  - outline in writing (direct letter to committee re: parents' concerns).
- Suni - concerned that inner city didn't get official credit for funding.

8) NEXT MEETING

- middle of May/87 - potential dates are May 11, 12 (Monday or Tuesday).

DOLLARS AVAILABLE

MAY, 1987

COMPENSATORY SUPPORT PROGRAM

1987 Financial Overview

Grant Dollars Committed to 1987

Winnipeg #1	$863,879	
Non-Winnipeg #1	$288,140	

TOTAL		**$1,152,019**
		==========
Balance to be committed April/87.		**$ 747,981**
		==========

Pilot Dollars Committed 1987	**$ 41,655**
Balance Remaining	**$ 158,345**

DECEMBER 2, 1986

COMPENSATORY SUPPORT PROJECTS - SPPING 1986

THE WINNIPEG SCHOOL DIVISION NO. 1

DIVISION/SCHOOL	TITLE	# PR-SD1	TYPE (YEAR)	AMOUNT RECOMMENDED	FUNDS HELD	FUNDS RELEASED	DATE RELEASED
ABERDEEN	CURRICULUM DEVELOPMENT	184	2	$57,900		$57,900	01/10/86
ABERDEEN/HUGH JOHN MACDONALD	AUTHORS IN RESIDENCE	322	1	$10,000		$10,000	01/10/86
ABERDEEN	MIGRANCY	182	2	$45,200		$45,200	01/10/86
ARGYLE	CURRICULUM DEVELOPMENT	186	2	$25,600		$25,600	01/10/86
ARGYLE	PRE-EMPLOYMENT	328	1	$52,945		$52,945	01/10/86
CECIL RHODES	CHALLENGE PROGRAM	205	2	$25,600		$25,600	01/10/86
DIVISION WIDE	COUNSELLING FOR MULTI. REALITY	324	1	$20,000	$10,000	$10,000	01/10/86
"	I/C PARENT INVOLVEMENT IN EDUCATION	329	1	$14,360		$14,360	01/10/86
"	MIGRANCY	222	3	$214,500		$214,500	01/10/86
"	RESEARCH ASSISTANCE	248	2	$50,000		$50,000	01/10/86
DUFFERIN	COMPUTER ASSISTED LEARNING PROJECT	201	2	$1,280		$1,280	01/10/86
FORT ROUGE	LANG. ARTS SUPPORT	34	2	$26,350		$26,350	01/10/86
GREENWAY	EARLY SCHOOL YEARS LANG. DEVELOPMENT	214	2	$10,800		$10,800	01/10/86
HUGH JOHN MACDONALD	PEER COUNSELLING	330	1	$46,700		$46,700	01/10/86
KING EDWARD	EARLY SCHOOL YEARS LANG. DEVELOPMENT	200	2	$21,600		$21,600	01/10/86
PINKHAM	PARENT/CHILD CENTRE	272	2	$25,000		$25,000	01/10/86
PRINCIPAL SPARLING	EARLY SCHOOL YEARS LANG. DEVELOPMENT	14;15	2	$11,800		$11,800	
ST. JOHN'S	ATTENDANCE AIDE	29	2	$9,800		$9,800	01/10/86
STRATHCONA	COMMUNITY TEACHER AIDES	206	2	$21,600		$21,600	01/10/86
STRATHCONA/K.E./M.S./FARADAY	COMPUTER LAB	33	2	$42,700		$42,700	01/10/86
V.A./D.L./NORQUAY/DUFFERIN	ELEMENTARY COUNSELLING PROGRAM	250	3	$170,800		$170,800	01/10/86
6 SCHOOLS	SPECIAL NEEDS PROGRAM	230	3	$256,200		$256,200	01/10/86
WI WABIGOONI	ALTERNATIVE PROGRAM	194	3	$44,700		$44,700	01/10/86
	TOTAL			$1,205,435	$10,000	$1,195,435	

MAY 1, 1987

COMPENSATORY SUPPORT PROJECTS - APPROVED NOVEMBER 1986

WINNIPEG SCHOOL DIVISION NO. 1

DIV./SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED	FUNDS HELD	FUNDS RELEASED	S/F	DATE RELEASED
CHILD GUIDANCE CLINIC	ETHNIC WORKERS	370	NEW	$47,600		$47,600	F	MAR.2/87
DIVISION WIDE	SCHOOL VISITATION	335	NEW	$ 4,800	$ 4,800		F	
DIVISION WIDE	MULTICULTURAL REALITY	324	NEW	$10,000	$10,000		F	
RIVER ELM	PARENT RESOURCE CENTRE	274	2	$27,000		$27,000	F	MAR.2/87
STRATH/PINKHAM/VA	EARLY SCHOOL YEARS	383	NEW	$ 7,898		$ 7,898	F	MAR.2/87
ST. STEPHEN'S BROADWAY	P.A.P.I.D.	264	2	$75,000		$75,000	F	MAR.2/87
WESTON	WRITING TO READ	239	2	$ 4,500		$ 4,500	F	MAR.2/87
				--------	--------	--------		
			TOTAL	$176,798	$ 14,800	$161,998		

COMPENSATORY SUPPORT PROJECTS - 1986

PILOTS

DIVISION/SCHOOL	TITLE	# PR-SD1	TYPE (YEAR)	AMOUNT RECOMMENDED	FUNDS HELD	FUNDS RELEASED	DATE APPROVED	DATE RELEASED
ABERDEEN/ARGYLE/ R.B. RUSSELL	STUDENT AID SUPPORT	346	PILOT	$4,900		$4,900	15/05/86	01/10/86
BOOKMATES	PARENT WORKSHOPS	334	PILOT	$8,825		$8,825	15/05/86	14/07/86
TERRY FOX YOUTH CENTRE	SUMMER PROGRAM	291	PILOT	$1,800		$1,800	15/05/86	14/07/86
WINNIPEG NO. 1	MIGRANCY TEACHERS CONFERENCE	277	PILOT	$275		$275	03/03/86	14/07/86
R.B. RUSSELL	NON-TRADITIONAL EMPLOYMENT - FEMALES	337	PILOT	$10,000		$10,000	15/05/86	01/10/86
WINNIPEG NO. 1	PARENT TRAINER COURSE	298	PILOT	$2,600		$2,600	11/04/86	14/07/86
PARENT/CHILD CENTRE ADVISORY BOARD	ADMIN. SUMMER PROJECT SUPPORT	347	PILOT	$4,000		$4,000	17/05/86	14/07/86
MANITOBA EDUCATION	HOLISTIC EVALUATION WORKSHOP	278	PILOT	$4,000		$4,000	28/03/86	14/07/86
MANITOBA EDUCATION	INNER CITY UNIVERSITY	318	PILOT	$4,200		$4,200	06/06/86	14/07/86
WINNIPEG NO. 1	TEACHER SECONDMENT	358	PILOT	$47,000		$47,000	15/08/86	01/10/86
COMMUNITY	RESEARCH PROJECT: NEEDS OF NATIVE CHILDREN	357	PILOT	$5,000		$5,000	15/08/86	15/08/86
WINNIPEG NO. 1	PARENT INFORMATION CONFERENCE	263	PILOT	$3,000		$3,000	19/09/86	06/10/86
MANITOBA PUPPET THEATRE	PUPPET THEATRE TOUR OF INNER CITY SCHOOLS	362	PILOT	$1,000		$1,000	19/09/86	06/10/86
ACTORS' SHOWCASE	FALL TOUR OF 'PEACEMAKER'	363	PILOT	$4,000		$4,000	19/09/86	06/10/86
PARENT/CHILD CENTRES	EDMONTON INNER CITY CONFERENCE	361	PILOT	$1,500		$1,500	25/09/86	06/10/86
PARENT/CHILD CENTRE ADVISORY BOARD	ADMIN. SUPPORT PARENT/ CHILD RESOURCE CENTRES	347	PILOT	$3,500		$3,500	25/09/86	06/10/86
WINNIPEG NO. 1	MODEMS	372	PILOT	$10,000		$10,000	31/10/86	13/11/86
WINNIPEG NO. 1	INNER CITY	368	PILOT	$6,000		$6,000	31/10/86	13/11/86
ST. VITAL NO. 6	EVALUATION WORKSHOP	6-360	PILOT	$4,000		$4,000	19/09/86	06/10/86
SEVEN OAKS NO. 10	MARYMOUND: PROJECT LIFE BOOK	10-374	PILOT	$9,950		$9,950	17/11/86	05/12/86
				--------	--------	--------		
	TOTAL			$135,550		$135,550		

APRIL 29, 1987

COMPENSATORY SUPPORT PROJECTS - 1987

PILOTS

DIV. SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED	FUNDS HELD	FUNDS RELEASED	DATE APPROVED	DATE RELEASED
ST. BONIFACE #4	MARION SCHOOL PRIDE	4-382	PILOT	$4,655		$4,655	16/01/87	10/02/87
RIVER EAST #9	TEACHER MENTOR	9-299	PILOT	$10,000	$10,000		17/11/86	
WINNIPEG #1	I LOVE TO READ DAY	377	PILOT	$1,000		$1,000	17/11/86	10/02/87
WINNIPEG #1	SPECIAL NEEDS PROGRAM PROFESSIONAL DEVELOPMENT	335	PILOT	$6,000		$6,000	17/11/86	10/02/87
WINNIPEG #1	INNER CITY CONFERENCE	335	PILOT	$4,000		$4,000	17/11/86	
WINNIPEG #1	STRATHCONA P/C CENTRE		PILOT	$10,000		$10,000	10/04/87	22/04/87
WINNIPEG #1	INVISIBLE KIDS/SKIN	385	PILOT	$6,000		$6,000	30/03/87	29/04/87
				-------	-------	-------		
				$41,655	$10,000	$31,655		

PROJECTS REQUESTING 2nd YEAR FUNDING

PROJECTS REQUESTING 2nd YEAR FUNDING

PROJECT	SCHOOL	FUNDED 86/87	REQUEST 87/88	RECOMMEND	PAGE #
Pre-Employment	Argyle	$ 52,945	$ 54,924	$ 54,924	3-2
Inner City Parent Involvement	Division Wide	$ 14,360	$ 15,000	$ 15,000	3-8
Parent Resource	Pinkham	$ 25,000	$ 30,536	$ 30,536	3-17

ARGYLE HIGH SCHOOL

PRE-EMPLOYMENT PROGRAM

PR-SD1-328

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Argyle

PRE-EMPLOYMENT PROGRAM

DESCRIPTION OF NEED

High risk high school students

PROGRAM OBJECTIVE

To provide work experience, academic skill development, life skills and personal growth for students involved.

PROJECT DESCRIPTION

A. In School preparation
  1. Life Skills Program - developing positive job attitudes, job skills, consumer skills, awareness of community resources and family life and health care procedures.
  2. Academic Program - emphasis on Math and English
  3. Cafeteria Simulation - Students responsible for daily operation of school cafeteria
  4. Retail Work Simulation
  5. Woodworking Simulation
  6. Occupational Investigation

B. Community Based Work Experience
C. Structured Job Search - Job Finding Club

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

This program was previously funded under a C.A.I. grant for 2 years. An extensive outside evaluation was completed in 1986, and was submitted to M.E.

YEAR II EVALUATION PLANS

ACTUAL COST 1986/87

ME Contribution		**Division Contribution**	
Materials:	$13,455.00	**Materials:**	
Personnel:	$39,500.00	**Personnel:**	Staffing

REQUESTED BUDGET 1987/88

ME Contribution		**Division Contribution**	
Materials:	$8,220.00	**Materials:**	
Personnel:	$46,700.00	**Personnel:**	Staffing

TOTAL PROJECT COSTS: $54,924.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund to a maximum of $54,924.00 for the school year 1987-88. That M.E. continue to fund the salaries for the work experience coordinator and Life SKills Trainer for the school year 1988-89 contingent on the Division assuming materials cost. An annual progress report to be submitted April 15 each year.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 23, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Argyle

RENEWAL:

NEW: X

PILOT:

REQUEST: $52,945

PROJECT: Pre-Employment Program

FILE NO:PR-SD1-328

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum $52,945 to cover personnel costs ($39,500) and materials ($13,445) with an interim report to be submitted on April 15, 1987 which addresses the needs outlined in the evaluation.

RECOMMENDATION: $52,945

ARGYLE PRE-EMPLOYMENT
YEAR 1 PROGRESS REPORT SUMMARY

The Pre-employment program combines the theoretical aspect of the classroom with the practical experience of the work place.

Activities to date:

August 28, 1986, 38 students enrolled. After the first two weeks of orientation the 38 students were divided into 3 groups and began three week rotations through each of the 4 program components.

1. Cafeteria Simulation
   Students learned about menu planning, food purchasing and preparation, cashing procedures, customer relations and communication skills.

2. Woodworking/Manufacturing Simulation
   Through the correct use of power and hand tools, students constructed wooden lawn furniture. Students had to interpret plans, cut, shape and assemble furniture.

3. Retail Simulation
   This was the first year the retail simulation was a program component. Students spent morning for 3 weeks learning about the organization of a retail store, customer relations, shipping and receiving, visula merchandising selling techniques and cash register procedures. MacLeods, Zellers, Canadian Tire, Athlete's Wear, Domo, Eaton's, The Bay, Ricki's, Tip Top Tailors and Shoppers Drug Mart acted as "hosts" and gave students practical "hands on" experience in their business. This component of the program was very successful and plans for next year includes expansion of activities to all day sessions.

4. Community-Based Work Experience
   This is an all day three week placement, between the school and local businesses which enables students to become familiar with the workplace. Students were required to try three different three week experiences throughout the Year. Students were evaluated weekly by the work experience coordinator as well by the employer at the end of the three week placement.

Academic Program

Math and English with an Employment focus took place on Days 3 and 5 of the school day cycle. All students had an opportunity to work on credits in these subjects at 00, 01 or 04 levels. Programs were individualized. This year students were encouraged to prepare for and write the RRCC Level Placement Test. Nine students wrote the test and to date two students have been admitted into the Integrated ABE Nursing Program one into the Integrated Business Accountancy Course and one student has been admitted to the Commercial Cooking Course.

Lifeskills Program

This part of the program took place on days 2, 4 and 6 on the school day cycle. (N.B. Curriculum Consultant we hired during 1984-86 developed a life skills curriculum specific to the needs of the target population).

This Curriculum Booklet has won the Emerson Arnett Award which will be presented at MTS annual general meeting on May 14.

The life skills program deals with 4 general areas:

1. Developing positive job attitudes.
2. Developing Job Skills.
3. Developing Consumer Skills.
4. Developing an awareness of Community Resources and Family Life and Health Care procedures.

Structured Job Search - Job Finding Club

The Job Finding Club is based on the method developed by Federal Canada Employment and Immigration Commission (C.E.I.C.). Students were enrolled in this part of the program April-June. The goal is to help students find the best possible job in the shortest feasible time. This is a highly successful part of the program. 80-85% of participants find employment. Argyle is the only school in Canada that runs its own Job Finding Club. Overall the 1986-87 Pre-employment has run very smoothly and successfully.

INNER CITY PARENT INVOLVEMENT IN EDUCATION

PR-SD1-329

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Division Wide

INNER CITY PARENT INVOLVEMENT

DESCRIPTION OF NEED

High need to involve parents in their children's education in the Inner City.

PROGRAM OBJECTIVE

To establish Volunteer Housing Registry project as a strategy for increasing parental involvement in Inner City schools.

PROJECT DESCRIPTION

The Volunteer Housing Registry will provide an update listing of available rental accommodations within the catchment area of the school. It will be operated by parent and community volunteers under the direction of the Volunteer Coordinator training. Training will be provided for these volunteers. It is generally accepted that volunteers will spend approximately one half day per week on the Housing Registry.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

Summary and recommendations attached.

YEAR II EVALUATION PLANS

Not submitted.

ACTUAL COST 1986/87

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$14,360.00	**Personnel:**	

REQUESTED BUDGET 1987/88

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$15,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $15,000.00

COMMENTS/CONTINGENCIES

See Attached.

STAFF RECOMMENDATIONS

That M.E. fund this project contingent upon the Division submitting a plan which includes other strategies for involving inner city parents and that this plan take into considerations the unique characteristics of each school community.

COMMENTS/CONTINGENCIES:

Original agreement was to fund this position to allow existing volunteer coordinator staff to spend more time in the Inner City so that inner city parents can become more aware of programs, resources and other opportunities for parent participation. As well existing volunteer coordinator staff could provide inservices, parent education and information programs. Instead it appears this position has replaced one of the existing, Division volunteer coordinator's position, so rather than extending existing resources we are maintaing regular division personnel.

The idea of a Housing Registry project as one strategy of involving parents is supported. However, it is not the exclusive way of involving inner city parents. As the evaluation points out there are "several difficulties in implementing the project" such as: 1) reluctance for people to volunteer, 2) inability to pay transportation cost, 3) difficulties in researching tax rolls at City Hall, 4) child care costs, 5) many potential volunteers do not have phones and have to be contacted in person, 6) language barriers - communication difficult, 7) need for on-going recruitment - difficult to get long term commitment which is necessary to keept Project moving, 8) length of time and amount of preparation required in trying to establish a Volunteer Housing Registry - does not guarantee greater involvement of parents in broader school activities nor does it show that this involvement will be on-going. Since January, only 3 community residents have received training in late March to begin a Housing Registry at Mulvey. To date 3 schools are in the developmental phase of the project.

Other concerns relate to the listing of available accommodations, for example:

- Screening accommodation is not one of the functions of the project.
- In may instances accommodations within the catchment areas of several Inner City schools are inadequate and in very poor condition.
- By listing such accommodations could this program be seen indirectly to support inadequate or substandard housing?

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 23, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Division Wide

RENEWAL:

NEW: X

PILOT:

REQUEST: $14,360

PROJECT: Inner City Parent Involvement in Education

FILE NO: PR-SD1-329

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum $14,360 to cover .5 staff ($12,360) and materials ($2,000). That Division submit a report listing the programs offered and summarizing the responses to the questionnaires distributed to parents and school staff.

RECOMMENDATION: $14,360

EXECUTIVE SUMMARY

Initial implementation of the Inner City Parent Involvement in Education Project from May to December laid the groundwork for involving inner city parents as volunteers in school-based projects. The Project would have to be one which would help to meet school-based needs as well as those of inner city parents. The development of a Volunteer Housing Registry at 18 inner city schools is helping to address the school-related problem of migrancy by encouraging inner city families to remain in school catchment areas. Children benefit by experiencing continuity in their academic progress and developing longer lasting relationships. As volunteers in a school-related project, inner city parents and community residents have an opportunity to feel at ease being involved in an education setting and to view the school in a more positive light.

The Volunteer Housing Registry began in January and will continue until June. At present, the Project Coordinator has held a number of meetings and made presentations to schools, parent councils, Migrancy teachers and/or C.D.E.A. workers and several community groups. In addition, volunteers have been trained at 2 schools to begin work on the Project. In view of the recognized difficulties in implementing the Project, immediate plans are to continue expansion of the Volunteer Housing Registry in more schools and to maintain those presently in operation.

DISCUSSION AND CONCLUSIONS

The initial implementation of the Inner City Parent Involvement in Education Project involved developmental work at 3 schools, development of programs with schools to involve parents, and recruitment within the inner city to involve parents. In spite of the difficulty in recruiting parents as volunteers, there were 2 successful evening sessions held with parents to discuss their involvement in programs at the school.

Although the Volunteer Housing Registry Project did not begin until January of this year and is still in operation, it is evident that the Project is already meeting a number of goals. Firstly, the project represents a definite attempt at recruiting parents and community residents from the inner city as volunteers. Secondly, the project is addressing the issue of migrancy by encouraging inner city families to remain in local areas and not remove their children from the school. There are additional benefits in meeting these goals. Parents are encouraged to participate in a school-based project, to view the school in a more positive light, and to feel comfortable being involved within the school system. Children also benefit by remaining in school longer, experiencing stability in their academic progress, and developing longer lasting relationships with friends and school staff.

There have also been a few difficulties in implementing the Project. Although the Project Coordinator has experienced a generally positive reception from school staff and community groups in recognizing the need for a project such as this, there has been a reluctance for people to volunteer. Some of the reluctance is due to inability to pay transportation costs to go to City Hall to do the research as many inner city residents are on social assistance. There is also a problem in finding and paying a babysitter for those with small children. In addition, a number of potential volunteers do not have phones and have to be contacted in person. There are some language barriers for residents of different ethnic origins although attempts would be made to provide translation. It is also becoming evident that there may be a need for ongoing recruitment of volunteers as participation in the Project is strictly on a voluntary basis. Volunteers can begin and leave the Project when they wish without any basic commitments to anyone. As a result, it may be necessary to obtain some type of long term commitment from volunteers in order to keep the Project moving.

In conclusion, the Volunteer Housing Registry has been widely acknowledged as a worthwhile project with a number of benefits to offer inner city parents and community residents. While recognizing the difficulties in implementing the project, there has been some progress made. The major objectives of the Project Coordinator from now until June will be to establish a Volunteer Housing Registry in 2 or 3 more schools and to ensure the maintenance of those that presently exist.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Project be continued.
2. Evaluation begin when funding is received so that those responsible for evaluating and funding the project can be kept informed of ongoing project developments.
3. The Project Coordinator consider reducing or dividing the number of schools into smaller groupings in view of the length of time and amount of preparation required in trying to establish a Volunteer Housing Registry.
4. A systematic data collection procedure be organized in order to assist the Project Coordinator in maintaining her records and researchers who evaluate the project.
5. Recruitment of volunteers be directly aimed at inner city and community residents in view of the benefits which can accrue to parents and their children.

PINKHAM SCHOOL

PARENT RESOURCE CENTRE

PR-SD1-272

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Juliette Sabot
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Pinkham

PARENT RESOURCE CENTRE

DESCRIPTION OF NEED

See Elementary Data Sheet.

PROGRAM OBJECTIVE

The purpose of the Parent Child Centre is to strengthen, support, and provide needed resources to parents of pre-school children so that they can ensure the overall development of their children during the first five years of life.

PROJECT DESCRIPTION

Pinkham Parent Child Centre is an informal program in a warm non-threatening environment that encourages parental input and involvement. The centre is open Monday - Friday, 9:00 - 12:00 and 1:00 - 4:30 on a drop-in basis and provides:
1) learning centres 2) a toy-book lending library 3) parent resources area and, 4) parent-initiated workshops and special events.

Parent users have been involved from the beginning in all aspects of the centre program planning, outreach, staffing and community board development.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

The Pinkham Parent Child Centre opened in May, 1986 and since that time has maintained a high level of parent input. The Centre is seen by Centre staff, school staff and a sample of parents, to be meeting its goals and is providing a needed service. See attached recommendations.

YEAR II EVALUATION PLANS

1) Recommendation in 1987 evaluation.
2) Continued monitoring of use and activities.
3) Parent feedback.

ACTUAL COST 1986/87

ME Contribution		**Division Contribution**	
Materials:	$ 2,000.00	**Materials:**	
Personnel:	$23,000.00	**Personnel:**	

REQUESTED BUDGET 1987/88

ME Contribution		**Division Contribution**	
Materials:	$4,400.00	**Materials:**	
Personnel:	$26,136.00	**Personnel:**	

TOTAL PROJECT COSTS: $30,536.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund in the amount requested and that evaluation recommendations (attached page III) be implemented.

Progress report to be submitted April, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Pinkham

RENEWAL: X

NEW:

PILOT:

REQUEST: $25,000.00

PROJECT: Parent Resource Centre

FILE NO: PR-SD1-272

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund one year to a maximum of $25,000 ($23,000 salary and $2,000 materials) with an evaluation to be received by April 15/87. That M.E. staff assist the centre to secure future funding from sources similar to other Parent/Child Centres.

RECOMMENDATION: $25,000.00

PARENT CHILD
CENTRES

765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
786-5749

MARCH REVIEW

ATTENDANCE

No. of Adults	No. of Children	School Children	Teachers
155	164	24	2

Agencies

10 - C.F.S.
- Native Brotherhood

Outside Use

Community Council Meeting

TOY & BOOK LENDING LIBRARY

Childrens Toys	Childrens Books	Adult Resources	Number of Families
21	33	2	17

OUTREACH

Brochures about the Centre have been dropped off to all families in the Pinkham catchment area. Two new families have come to the Centre as a direct result.

SPECIAL EVENTS AND OUTINGS

March 4 - Swimming at Sargent Park
March 31 - National Film Board film "Moving On"

GROUPS

March 10 - Portuguese Women's Support Group
March 19 - Volleyball (every Thursday evening)

MEETINGS

March 4 - Co-ordinating Committee
March 11 - A.M. Parent Board Meeting. 12 parents attended. Parents divided into committees - parent programming, children's programming, clothing committee, board development. Lots of ideas and discussion. The Pinkham School Parent/Child Centre will be one of the recipients of the C.E.D.A. Citizenship Award, April 30. One of the parents will accept the award on behalf of the parent board.

March 11 - P.M. Co-ordinators meeting.

EVALUATION

Department of Education, Research Dept., is conducting an evaluation of our Centre. Parent/Child Centre staff and Pinkham School staff were required to answer written questionaire. Five parents were orally interviewed.

FUNDING

Child and Family Services approved our request for further funding ($16,000) to extend the Administrative/Program Assistant position.

A brief proposal sent to Winnipeg School Division #1 for extended funding July 1/87 to June/88 to cover co-ordinators salary and operational expenses.

RECOMMENDATIONS

On the basis of this evaluation the following recommendations were made:

1) the Centre should continue;
2) the development of the elected Parent Board should be a priority;
3) the present high degree of communication between parents and Centre staff should continue to be encouraged, and enchanced;
4) the positions of Outreach Worker and Centre Assistant appear to be needed; this should be determined and, if so, should be funded as part of the Centre;
5) the Centre should be made more visible, the Centre and school should determine appropriate methods to do this, taking into account suggestions made in the report;
6) Outreach should be on-going;
7) the Centre should continue to determine the needs of the community and should be adapting the Centre and its programs to these needs;
8) the need for evening hours of operation should be determined.

PROJECTS REQUESTING 4th YEAR FUNDING

PROJECTS REQUESTING 4th YEAR FUNDING

PROJECT	SCHOOL	FUNDED 86/87	REQUEST 87/88	RECOMMEND	PAGE #
Elementary Counselling	Division Wide	$170,800	$256,450	$250,200	4-2
Migrancy	Division Wide	$214,500	$209,500	$188,650	4-9
Special Needs	Division Wide	$256,200	$250,200	$250,200	4-18
Wi Wabigooni	Victoria-Albert	$ 44,700	$ 44,700	$ 43,700	4-27

ELEMENTARY COUNSELLING PROGRAM

PR-SD1-250

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Victoria-Albert/David Livingstone
Norquay/Dufferin/William Whyte/Mulvey/
John M. King

ELEMENTARY COUNSELLING PROGRAM

DESCRIPTION OF NEED

Schools noted above.

PROGRAM OBJECTIVE

To provide classroom teachers and students with counselling supports.

PROJECT DESCRIPTION

Elementary Counsellors provide supports to classroom teachers, students and their parents in areas relating to social, emotional, behavioural and intellectual development. They work with individuals, small groups and total classrooms to provide developmental programs using preventative approaches rather than exclusively crisis intervention and remediation approaches.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Evaluation - Part Time vs. Full-Time not in recommendations of May, 1986. Division has submitted requested recommendations to the 1986 evaluation. See Attached.

Division was requested to evaluate part-time vs. full-time positions. This evaluation was conducted but has not yet been received.

Evaluation plan for new position requests (Mulvey and John M. King) have not been submitted.

ACTUAL COST 86/87

ME Contribution		Division Contribution	
Materials:		Materials:	
Personnel:	$170,800.00	Personnel:	

REQUESTED BUDGET 87/88

ME Contribution		Division Contribution	
Materials:		Materials:	
Personnel:	$256,450.00	Personnel:	

TOTAL PROJECT COSTS: $256,450.00

COMMENTS/CONTINGENCIES

New request for funding full-time position at Mulvey and John M. King.

STAFF RECOMMENDATIONS

That contingent upon receipt of part-time vs. full-time evalution, M.E. fund to a maximum of $250,200.00 to cover salaries for the following: 4 full-time positions at Victoria-Albert, David Livingstone, William Whyte and Mulvey, .5 positions at Norquay and Dufferin.

That the funds for a full-time position at John M. King be released upon receipt of a student needs assessment and program outline. Further, John M. King be directed to consult with the Pupil Services Coordinator and seek her assistance to do this.

That John M. King and Mulvey submit a progress report by April 15, 1988. M.E. staff further recommends the following:

1) that in future, .5 counsellors be assigned two .5 counselling positions rather than performing two different roles within one school;

2) that in staffing new counselling positions priority be given to trained and/or experienced counsellors.

ELEMENTARY COUNSELLING PROGRAM

Recommendations:

1. That the Division continue to support the long-range goals of the program.
2. That the counsellors continue to address the three major aspects of the job description as originally designed, that is: coordinating, consulting and providing counselling service to students.
3. That the Pupil Services Coordinator develop for the Superintendents' consideration a more specific outline of counsellor responsibilities which can be incorporated into a formal elementary counsellor job description.
4. That within the specified program goals, and on an annual basis each counsellor in cooperation with the principal continue to conduct a needs assessment in order to develop school counselling priorities.
5. That grade level objectives in the Counselling Program be developed by the Pupil Services Coordinator in conjunction with the counsellors and the principals.
6. That central program support and coordination continue to be provided by the Pupil Services Coordinator.
7. That as far as possible, if counsellors are half-time, that they be assigned half-time counselling duties in two schools rather than performing two different roles within one school.
8. That appropriate professional development activities continue to be planned, coordinated and carried out for the counsellors by the Pupil Services Coordinator.
9. That as far as possible, each school provide the counsellors with a private space with a telephone.
10. That each school with a Counselling Program develop a line item for this program in the school budget.
11. That appropriate procedures be developed by the Superintendents for monitoring of the program.

WPS/ler
27/01/87

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 21, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Victoria-Albert, David Livingstone, Norquay, Dufferin

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $85,400.00

PROJECT: Elementary Counselling Program

FILE NO: PR-SD1-250

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E fund to a maximum of $170,800 for one year: a) moving two staff positions from Special Needs to Elementary Counselling; b)funding two full time position in high needs schools now being funded by Winnipeg #1. The extent of ongoing funding will be determined after review of the information submitted April/87. That a study be set up to look at full time versus part time positions.

RECOMMENDATION: $170,800

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 30, 1985

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Victoria Albert / David Livingstone / Norquay / Dufferin

RENEWAL: X

NEW:

PILOT:

REQUEST: $ 247,250.00

PROJECT TITLE: Elementary Counselling Program

FILE NO.: PR-SD1-250

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

That ME sustain funding for 4 guidance counsellors at .5 time ($81,000.00).

That added monies ($1,500.00) be designated for professional development.

That ME funding be contingent upon a completed evaluation being submitted by April 15/86 in order to be considered for on-going funding.

RECOMMENDATION: $ *82,500.00*

MIGRANCY PROGRAM

PR-SD1-222

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No.1
SCHOOL: John M. King, Mulvey, Victoria-Albert, William Whyte, Strathcona

MIGRANCY PROGRAM (ELEMENTARY)

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

To provide supports for students and parents who move from school to school and for teachers who receive these students.

PROJECT DESCRIPTION

The migrancy teachers: 1) assess students who transfer into each school and assign the most appropriate classroom placement based on this assessment, 2) establish a communication link with the previous school, 3) orient new students and their parents to the school program, and 4) provides follow-up.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Major evaluation submitted May, 1986. Division was requested to submit a response to the recommendations of this evaluation. This was not received. School B was to be evaluated (1987-88). Summary and recommendations of this school are attached. M.E. is not requested to continue funding for this school.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$214,500.00	**Personnel:**	4 x .5 positions

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$1,000.00	**Materials:**	
Personnel:	$208,500.00	**Personnel:**	

TOTAL PROJECT COSTS: $209,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. continue to fund the following for the 1987-88 school year to a maximum of $188,650.00: 1) full time positions at John M. King, Mulvey and William Whyte 2) .5 positions at Strathcona and Victoria-Albert 3) .5 position for department head and department head allowance ($1,000.00). M.E. staff further recommends that .5 positions not be attached to an administrative function and that .5 positions operate in the morning

(OVER)

Staff Recommendations Cont'd:

to provide consistency in the program. This funding contingent on the Division submitting a response to the recommendations of the 1986 evaluation by June 30, 1987.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Division Wide

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $214,500.00

PROJECT: Migrancy/Attendance

FILE NO: PR-SD1-222

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $214,500 for the school year 1986/87 with the following contingencies: 1) that $23,700 for the department head position be held contingent upon the Division requesting clarification on recommendation 3.6 from the evaluators and providing information requested in recommendation 3.4 and 3.5 by June 30, 1986; 2) that M.E. withdraw funding from School A and increase School I from half-time to full-time; 3) that M.E. fund School B for one year with an evaluation submitted April 15/87 addressing the program's merits based on the recommendations established this year (1985/86). Further funding for School B to be reviewed upon receipt of this evaluation. That this funding (1986/87) be continued for the 87/88 school year with the exception of School B which will be under review April/87.

HOLD FUNDS

RECOMMENDATION: $214,500

4-14

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 30, 1985

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: John M. King / Machray / David Livingstone / Norquay / Dufferin / Fort Rouge / Mulvey / Strathcona / Victoria Albert / William Whyte

RENEWAL: X

NEW:

PILOT:

REQUEST: $ 231,200.00

PROJECT TITLE: Migrancy Program

FILE NO.: PR-SD1-222

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

1) That ME continue to fund migrancy teacher positions at Mulvey (1 teacher position). Strathcona (.5 teacher position) and Victoria Albert (.5 teacher position).
2) That 1 special needs teacher position at John M. King become 1 migrancy teacher position funded by Compensatory Support monies.
3) That ME fund .5 Department Head position.
4) That ME fund an additional .5 migrancy teacher position at Victoria Albert and 1 migrancy teacher position at William Whyte.
5) That only new positions (e.g. Department Head) receive establishment grants to purchase materials.
6) That ME funding be contingent upon the submission of an evaluation plan by June 30/85 and the submission of a completed evaluation by April 15/86.

RECOMMENDATION: $ 204,850.00

EXECUTIVE SUMMARY

The migrancy program at School was identified in 1985/86 for a follow-up evaluation in 1986/87 because the program operated very differently from others in the Division and because some basic components of the program were absent. This year's review found that there still is a need for a migrancy program at the school and that the program has undergone changes to provide better service to new students and families.

The report, however outlines certain areas that still need clarification or improvement in order to ensure that the basic migrancy components are delivered. These cover such things as: assessments by classroom teachers, information available on new students, a method of ensuring completeness of files of transferring out students, a method of monitoring the new buddy system of students orientation and assessing the effectiveness of the present parent orientation program.

RECOMMENDATIONS

On the basis of two years of evaluation the following recommendations are suggested:

1. A migrancy program should continue at School B based on continued high student migrancy.
2. The migrancy position should remain to be a shared position to remain consistent with the school organization.
3. Classroom teachers be asked for their impressions of the adequacy of information they receive on new students and their impressions of having to do assessments of new students themselves when the resource team members are out of the classroom.
4. Each resource team member should ensure that their student's files are accurate and complete when a student transfers out. Due to the sharing of the migrancy position, the migrancy teacher will not know if files are complete for all students.
5. The migrancy teacher should be the contact person for sending and receiving schools. This ensures that a consistent professional is available for contact.
6. Student orientation by buddies should be monitored by each classroom's resource team member to ensure that adequate orientation occurs. The migrancy teacher

should be responsible for ensuring the quality of this service because this is considered to be a critical element of a migrancy program.

7. The effectiveness of the monthly new parent coffee parties should be assessed by monitoring attendance in relation to the number of new families at the school. The alternative of orienting parents when they register their children should be reconsidered.

SPECIAL NEEDS PROGRAM

PR-SD1-230

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: William Whyte/Norquay/Mulvey/ John M. King/King Edward/David Livingstone

SPECIAL NEEDS

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

To provide support to students who are identified "at risk" because of their academic social or emotional development and to assist them to successfully function in the mainstream of the school.

PROJECT DESCRIPTION

In each school a specific program has been designed to address the needs of the identified children within the context of the general organization of the school.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1) Major evaluation submitted to M.E. May, 1986.
2) Division was to respond to recommendations in the 1986 evaluation. This has not been received.
3) School H was to submit a redesign of its program. See attached.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$256,200.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$256,200.00	**Personnel:**	

TOTAL PROJECT COSTS: $256,200.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. continue to fund the following schools for the 1987-88 school year to a maximum of $250,200.00: William Whyte, Norquay, Mulvey, John M. King, King Edward and David Livingstone. This funding contingent on the Division submitting a response to the May, 1986 recommendations by June 30, 1987.

4-21

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: William Whyte, King Edward, Dufferin,
Norquay, David Livingstone, John M. King, Mulvey,
Wellington

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $341,600.00

PROJECT: Special Needs Program

FILE NO: PR-SD1-230

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $256,200 contingent upon: a) that funding be discontinued at Schools F and B; b) these two positions to be transferred to Elementary Counselling; c) submission of a redesigned plan for the program at School H based on the recommendations of the evaluation be submitted by April 15/87.

RECOMMENDATION: $256,200

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 30, 1985

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: William Whyte / Dufferin / Norquay / David Livingstone / King Edward / John M. King / Machray / Wellington

RENEWAL: X

NEW:

PILOT:

REQUEST: $ 373,500.00

PROJECT TITLE: Special Needs Program

FILE NO.: PR-SD1-230

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

1) That because all programs are in their second year of operation and all original grants included materials dollars, ME not allocate funds for materials.
2) That because the programs are disparate entities, ME not allocate funds for professional development.
3) That ME funding be contingent upon each of the 8 programs submitting a project description including objectives with a Year II evaluation plan by June 30/85 and a completed program evaluation by April 15/86 in order to be considered for on-going funding.

RECOMMENDATION: $ 324,000.00

and rate of progress. The classroom was described by the evaluators as "traditional" and the teacher as being "very frustrated".

Both the teacher and principal felt that the weaknesses of the program were: (a) the delivery model of the program was too traditional and needed changing, (b) a difficulty in reintegrating students in to regular classrooms, (c) the lack of criteria for placement, which lead to difficulty in programming because the reasons for placement were so varied, and (d) a lack of positive peer modelling, leadership and incidental learning. As well, the evaluators found that offering a regular curriculum within a low-enrolment classroom did not meet expected levels of program performance.

RECOMMENDATIONS FROM 1985/86 EVALUATION RELATED TO PROGRAM EFFECTIVENESS

The following are the recommendations that are specific to the effectiveness of the Special Needs program at each school. They were to be considered when the plans for the redesigned program were developed.

1. Program goals, criteria and process should be clearly articulated and available to all staff in written form.
2. Programs should be geared to intervene in specific areas for development (e.g., focus on beginning consonants, not just language development).

3. Plans of action incorporating follow-up strategies should be developed and recorded for each student.

4. The most effective use of a special needs tacher's time would appear to be as follows:

   1/2 time: deliver time-limited, specific programs to small groups of students, either on a withdrawal or in- class basis.

   1/2 time: assess, plan, follow-up students who are identified as having special needs
   - work in designated regular classes with the classroom teacher
   - provide individual assistance on a withdrawal or in-class basis
   - record and document for each special needs child

5. Children currently in low enrolment classes for the purpose of receiving a regular curriculum should be integrated into regular classrooms with support as required.

CURRENT SPECIAL NEEDS PROGRAM AT SCHOOL H

This section presents a description of the program that has developed this year. Information on the program was provided by the principal.

CONCLUSIONS

It is evident that the Special Needs program has changed significantly at School H. There is a new special needs teacher who has been involved in redesigning the program this year. Most of the recommendations have been incorporated into the new Special Needs program. There are no formalized procedures for recording and documenting special needs children. There is some documentation, and information about the students is available in the cumulative file, but forms specific to special needs referrals, planning, and follow-up are not available. The support team is in the process of developing these forms and anticipate that they will be completed by the end of the school year.

It was recommended that the special needs teacher be available to work in designated classes with the classroom teacher. This is not being done by the special needs teacher, but is being provided by four other members of the support team. Thus, some special needs students are receiving this support, but not from the special needs teacher.

A final point is that the special needs teacher is spending 70 percent of her time delivering time-limited programs to small groups of students and 30 percent doing other related tasks, rather then the recommended 50-50 split. It is unclear from last year's evaluation how critical this breakdown is; that is, would 60-40 or 40-60 be acceptable? This breakdown of teacher's time appears to be meeting the needs of the children, but will be assessed by the school in the future. From discussions with the principal, it is clear that the Special Needs program is working much better this year. The teacher is no longer working in isolation in the school, and the program is integrated into the school support team. The principal states that students have been "helped quickly through special needs this year, thus preventing a build-up of problems and frustrations that would need longer' term help later in the child's school life". As well, the number of Special Education referrals for September, 1987 are down to 3 from over 25 in September, 1985.

In summary, the Special Needs program has been redesigned incorporating the majority of the recommendations. Others not incorporated have been considered and are in the process of implementation.

VICTORIA-ALBERT SCHOOL

WI WABIGOONI

PR-SD1-194

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Wi Wabigooni

WI WABIGOONI ALTERNATIVE PROGRAM

DESCRIPTION OF NEED

This is a small alternative satellite program for Native students operating under the direction of Victoria-Albert Principal. Students are from central core area schools.

PROGRAM OBJECTIVE

To provide an alternative education program for Native non-attenders.

PROJECT DESCRIPTION

The program currently operates out of Logan House. Four staff provide a variety of innovative educational programming and attempt to improve attendance and skills.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Implementation to Recommendations of 1986 evalution.

1) The job description for the teacher aides (currently being assessed by the Superintendent's Department).
2) Need for establishing other programs (currently being assessed by the Superintendent's Department).
3) Recording of growth and development of listening and speaking skills (to be discussed with resource teacher and consultants).
4) Monitoring of re-entry process (will begin when a student becomes ready for re-entry).
5) Need for more materials. (needs to be addressed)
6) Structural changes to office. (needs to be addressed)
7) Coverage of rental fees when lease runs out. (needs to be addressed)
8) Administrative concerns. (needs to be addressed)

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:	$2,000.00	**Materials:**	
Personnel:	$42,700.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$2,000.00	**Materials:**	
Personnel:	$42,700.00	**Personnel:**	

TOTAL PROJECT COSTS: $44,700.00

COMMENTS/CONTINGENCIES

Panel agreed to fund increase in rent for 1987-88 and 1988-89. However Panel may be asked to consider funding rent in full from November, 1988.

STAFF RECOMMENDATIONS

That M.E. fund $43,700.00 for 1987-88 contingent upon St. Ignatius continuing to provide facility rent and Division assuming the 2 aides salaries. That M.E. funs cover one teacher and $2,000.00 for materials. This funding contingent on the Division acting on the 1986 and 1987 recommendations with regard to items 5, 6, 7 and 8.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 21, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Wi Wabigooni

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $44,700.00

PROJECT: Alternative Program

FILE NO: PR-SD1-194

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $44,700 for 3 years contingent upon St. Ignatius continuing to provide facility rent and Division assuming the 2 aides' salaries. That M.E. funds cover one teacher and $2,000 for materials. That M.E. staff meet with Wi Wabigooni to discuss implementation of recommendations. That M.E. receive a progress report by April, 1987 summarizing implementation of recommendations.

RECOMMENDATION: $44,700.00

Manitoba

Education Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 30, 1985

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Wi Wabigooni

RENEWAL: X

NEW:

PILOT:

REQUEST: $ 78,115.00

PROJECT TITLE: Alternative Program

FILE NO.: PR-SD1-194

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

That St. Ignatius continue to provide facility rent.

That the Division contribute needed materials this year.

That ME funding for 1 teacher and 1 aide ($49,700.00) be contingent upon the submission of an evaluation plan by June 30/85 and the submission of a completed evaluation by April 15/86 in order to be considered for on-going funding.

RECOMMENDATION: $ 49,700.00

PROJECTS REQUESTING 3rd YEAR FUNDING

PROJECTS REQUESTING 3rd YEAR FUNDING

PROJECT	SCHOOL	FUNDED 86/87	REQUEST 87/88	RECOMMEND	PAGE #
Research	Division Wide	$ 50,000	$ 52,000	$ 50,000	5-2
Curriculum Dev.	Aberdeen	$ 57,900	$ 59,500	$ 46,000	5-6
Migrancy	Aberdeen	$ 45,200	$ 45,000	$ 44,700	5-17
Challenge Program	Cecil Rhodes	$ 25,600	$ 25,030	$ 3,030	5-23
Computer Lab	Dufferin	$ 1,280	$ 7,500	$ 4,900	5-29
ESY Language Dev.	Greenway	$ 10,800	$ 14,550	$ 10,800	5-38
ESY Language Dev.	King Edward	$ 21,600	$ 24,000	$ 20,600	5-45
ESY Language Dev.	Principal Sparling	$ 11,800	$ 11,250	$ 11,920	5-51
Attendance Aide	St. John's	$ 9,800	$ 11,700	$ 9,800	5-57
Community Aides	Strathcona	$ 21,600	$ 31,000	$ 15,700	5-63
Writing to Read	Weston	$ 9,830	$ 13,000	$ 9,800	5-71

DIVISION WIDE

RESEARCH ASSISTANCE

PR-SD1-248

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Division Wide

RESEARCH ASSISTANCE

DESCRIPTION OF NEED

To evaluate the Compensatory Projects during 1987-88.

PROGRAM OBJECTIVE

Funds required to continue the two term positions.

PROJECT DESCRIPTION

To evaluate compensatory projects.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:	-	**Materials:**	
Personnel:	$50,000.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$52,000.00	**Materials:**	
Personrel:	$52,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $52,000.00

COMMENTS/CONTINGENCIES

Research positions funded by M.E. were staffed late last year. As well no provisions have been made for an increase in salaries.

STAFF RECOMMENDATIONS

That M.E. fund to a maximum of $50,000.00 for the school year 1987-88 and that a list of projects evaluated with information regarding the time spent on each project be submitted by April 15, 1988. In addition, that M.E. and Division personnel discuss requirement of individual progress reports.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 21, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D. #1

SCHOOL: Division Wide

RENEWAL: X

NEW:

PILOT:

REQUEST: $50,000.00

PROJECT: Research Assistance

FILE NO: PR-SD1-248

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $50,000 for 2 years with review upon completion to determine Year 3 funding. That Division provide a breakdown of the programs evaluated and an indication of the staff time involved on each evaluation.

RECOMMENDATION: $50,000.00

ABERDEEN SCHOOL

CURRICULUM DEVELOPMENT PROJECT

PR-SD1-184

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Aberdeen Junior High

CURRICULUM DEVELOPMENT

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

1. To develop programs and adapt a language focussed curriculum that is interdisciplinary to meet needs of Aberdeen students, staff and community.
2. To involve staff in the development of an organizational structure that supports the above.

PROJECT DESCRIPTION

Three main areas of focus of this project are:

1. Program Development/Curriculum Adaptation; developing programs and adapting curriculum with a language focus to meet needs of students, staff and community.
2. Organizational adjustment: establishing grade teams, teaching teams and a support team, working groups and committees.
3. Staff Development: through teacher release time professional development supports, material monies, after time, development and material.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and recommendations attached.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:	$10,000.00	**Materials:**	
Personnel:	$47,900.00	**Personnel:**	
		release time:	$1,600.00

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$ 3,000.00	**Materials:**	
Personnel:	$44,000.00	**Personnel:**	

P.D.)
Honorarium)
Summer Writing Project) $12,500.00
Sec. Assistant)
release time)

TOTAL PROJECT COSTS: $59,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund to a maximum of $44,700.00 for 2 years, to cover the following:

1) 9/12 project coordinator	$33,000.00
2) materials and equipment	3,000.00
3) Staff Development	2,500.00
4) Fee For Service/Honorarium	2,000.00
5) Summer Writing Project	4,200.00
	$44,700.00

That this funding be contingent on the Division contributing $2,500.00 for release time and secretarial assistance, and that an update of activities be submitted by April 15, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 21, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Aberdeen Junior High

RENEWAL: X

NEW:

PILOT:

REQUEST: $59,500

PROJECT: Curriculum Development

FILE NO: PR-SD1-184

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $57,900 for the following: 1) staff at $45,200; 2) materials at $10,000; and 3) $2,700 release time. Division to provide Year 2 program evaluation design by June 30, 1986. That final evaluation be submitted April 15, 1987. Funding contingent upon Division adding an additional $1,600 for release time.

HOLD FUNDS

RECOMMENDATION: $57,900

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 30, 1985

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Aberdeen

RENEWAL:

NEW: X

PILOT:

REQUEST: $ 63,000.00

PROJECT TITLE: Curriculum Development

FILE NO.: PR-SD1-184

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

That ME and the Division cost share release time costs, each contributing $3,500.00.

That the Division commit the services of one of their researchers to the set up of an evaluation of this project.

That ME commit curriculum consultant time to support this project.

That ME fund a staff position ($43,000.00), materials ($13,000.00) and release time ($3,500.00) contingent upon receiving an evaluation design by June 30/85 and a report of the progress to date by April 15/86.

RECOMMENDATION: $ 59,500.00

EXECUTIVE SUMMARY

Over the past two years, Aberdeen School has been focussing its attention in three main areas.

PROGRAM DEVELOPMENT/CURRICULUM ADAPTATION

ORGANIZATIONAL ADJUSTMENT

STAFF DEVELOPMENT

The basic assumption of the Aberdeen Project is that classroom teachers know which teaching programs are appropriate for their students, and know how to adapt them. From this assumption, the goal of organizational adjustment emerged. Organizational adjustment has resulted in the establishment of grade teams, teaching teams, and a Support Team, working groups and committees. The diagram on the next page outlines Aberdeen School's organization. The majority of staff members at Aberdeen School are satisfied with the organizational structure of the school, grade teams, and teaching teams. There is staff participation on the five major working groups. The staff also volunteer their services on three committees related to this Project. It appears the Aberdeen Project is meeting its overall objective of staff involvement in design and implementation of the Project. Greater efforts still have to be made in the involvement of teacher aides and Practical Arts staff in the Project.

A second assumption of the Aberdeen Project is that language is the most essential tool for learning and literacy the most important challenge of the curriculum. This assumption led to the second overall goal of the Aberdeen Project: developing programs and adapting curriculum with a language focus to meet the needs of students, staff, and the community. The Project Coordinator and Language Arts Consultant indicated that the success of the Aberdeen Project is due to a combination of "pressure and support". Teacher release time, professional development supports, and material monies are important supports that teachers require in order to effectively adapt and implement the teaching techniques, programs and curricula appropriate for their students.

The staff at Aberdeen has committed much of their own time to the Project and have been judged to be effectively utilizing the supports provided by Manitoba Education Compensatory Program.

RECOMMENDATIONS

Attitudes of Aberdeen staff members toward the Curriculum Development/Adaptation Project were surveyed. Results of the questionnaire consistently revealed eight factors which have impacted on the success of the Aberdeen Project. These factors were:

1. the organizational structure of the grade and teaching teams;
2. the provision of team teaching within the school;
3. the ongoing provision of professional development opportunities;
4. the provision of inservices on holisitic writing and writing folders/process;
5. the utilization of the Howard Hoy math process;
6. the incorporation of a native cultural component within the school's course content and curriculum;
7. the involvement and role of the community in Aberdeen school's programs;
8. the provision of a Project Coordinator to coordinate the Project.

Results of the questionnaire consistently revealed five improvements that Aberdeen School should focus on if the project should continue. These factors were:

1. the inclusion of the role of teacher aides within the project;
2. the provision of increased time allocation for staff members to work in grade and team sessions;
3. the provision of increased time allocation for Practical Arts Integration;
4. the provision of a list to staff members on the professional development opportunities that are to be offered;
5. the Project Coordinator inform all staff on the overall progress of the Project on a regular basis.

Members involved in the operation of the Aberdeen Project identified that any further evaluation process should focus on the impact of the Project on students' language development.

On the basis of the above findings, several recommendations regarding the Project's operation were developed:

1. That continued funding be provided to Aberdeen School to develop programs and adapt curriculum with a language basis.

2. That the role of the Project Coordinator be funded for another year.

3. That the Project Coordinator inform all staff on the overall progress of the Project on a regular basis.

4. That programs and curriculum place an emphasis on native culture to reflect the students' needs.

5. That Aberdeen School continue to involve the community in its programs and activities.

6. That the practice of team teaching at Aberdeen School be continued.

7. That the teaching teams devote their time in their team session meetings to adapt units of curriculum in practical arts, math, native studies, social studies and science so there is a language focus.

8. That professional development opportunities be provided on an ongoing basis in language-related activities and native culture/education. That the Project Coordinator articulate and make available in a written form to all staff a list of professional development opportunities available.

9. That teachers continue to be provided with release time to assist them in adapting curriculum and developing programs.

10. That the Support Team develop a plan of action for incorporating the role of teacher aides within the Project.

11. That a method of monitoring the I.E.P. Program be developed.

12. That the Practical Arts team develop a plan of action in written form on how to integrate practical arts into the regular academic program and provide leadership in this process.

13. That the evaluation in 1987-1988 focus on the impact of Aberdeen Project on the students' language development. The evaluation should include student assessments of the holistic writing and cloze writing procedures. To ensure this takes place, the Project Coordinator be responsible for ensuring student's writing and writing samples are obtained, graded and recorded to be kept on file for project evaluation purposes.

ABERDEEN SCHOOL

MIGRANCY PROGRAM

PR-SD1-84

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Aberdeen Junior High

ABERDEEN MIGRANCY

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

To reduce the school stress factors related to high mobility.

PROJECT DESCRIPTION

The migrancy teachers: 1) assesses students who transfer into the school, 2) assigns placement, 3) provides follow-up and information exchange (both written and oral) between staff (grade teams), 4) Orients new students to the school and its programs as well to the community, 5) Works closely with the guidance counsellor and resource teacher re: programming needs of new students and 6) Involved with Grade 6 orientation.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and recommendations attached.

ACTUAL COST 86/87

ME Contribution
Materials: ______
Personnel: $45,200.00

Division Contribution
Materials: ______
Personnel: ______

REQUESTED BUDGET 87/88

ME Contribution
Materials: $ 1,000.00
Personnel: $44,000.00

Division Contribution
Materials: ______
Personnel: ______

TOTAL PROJECT COSTS: $45,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund the teacher position to a maximum of $44,000.00. A progress report be submitted April 15, 1988.

5-20

Manitoba

Education
Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Aberdeen

RENEWAL: X

NEW:

PILOT:

REQUEST: $45,200.00

PROJECT: Migrancy Program

FILE NO: PR-SD1-84

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $45,200 with an understanding that the evaluation be reviewed at the September Panel meeting and possible contingencies on funding may be enacted at that time. That Year 2 evaluation plan be submitted by June 30/86 and final evaluation in by April 15/87.

RECOMMENDATION: $45,200

HOLD FUNDS

EXECUTIVE SUMMARY

This year evaluation focussed on issues identified in last year's evaluation. This year a log was kept of the migrancy teacher's activities, the guidance counsellors and the resource teacher were interviewed, a sample of students were interviewed, school staff were surveyed and student data was collected. On the basis of this information it was found that the program is meeting most of its goals. The only concerns were communication with some of the school grade teams and time for the migrancy teacher to meet with receiving teachers.

The Aberdeen Migrancy Program was judged to be clearly structured to attain goals consistent with the Elementary Migrancy Program. Differences between the Aberdeen Migrancy Program and that at the elementary level seemed to be due to the difference between a secondary and elementary setting.

RECOMMENDATIONS

On the basis of two years evaluation of the program the evaluators have made the following recommendations:

1) that the migrancy program should continue at Aberdeen;
2) that an effort be made to provide information to the two grade teams that require it;
3) that the school determine if arrangements can be made that allow the migrancy teacher time to meet regularly with each Grade Team to discuss migrancy students; and
4) that the success of the Grade 6 orientation be determined and that the migrancy teacher become involved in feeder school orientation.

CECIL RHODES SCHOOL

CHALLENGE PROGRAM

PR-SD1-205

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Cecil Rhodes

CHALLENGE PROGRAM

DESCRIPTION OF NEED

See Elementary School Data.

PROGRAM OBJECTIVE

To provide a program for talented students.

PROJECT DESCRIPTION

The Challenge Program provides opportunities for 15-20 students from grade 7, 8 and 9 to pursue learning in areas of interest with staff support. Students meet 2 half days per cycle and work with 2 teachers.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary of recommendations attached.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:	$3,000	**Materials:**	
Personnel:	$22,600	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$3,030	**Materials:**	
Personnel:	$22,000	**Personnel:**	

TOTAL PROJECT COSTS: $25,030

COMMENTS/CONTINGENCIES

M.E. has supported this program for two years and it has benefited students, however, M.E. staff believes that the scope of activities offered to students within the program should be made available to all students through regular classroom programming.

STAFF RECOMMENDATIONS

That M.E. fund only the cost of the materials up to a maximum of $3,030 for the school year 1987-88 and that a financial statement listing items purchased be submitted by April 15, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Cecil Rhodes

RENEWAL: X

NEW:

PILOT:

REQUEST: $25,600

PROJECT: Challenge Program

FILE NO: PR-SD1-205

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. approve in principle to a maximum of $25,600 ($22,600 for personnel and $3,000 for materials) contingent upon the receipt of an evaluation by June 30/86 and a review of the evaluation at the September Adjudication meeting with the understanding that funding contingencies may be based on this evaluation and that mechanisms for greater staff participation be set out for the program in the new school year. That program plans for Year 2 be outlined in the interim evaluation.

RECOMMENDATION: $25,600

HOLD FUNDS

EXECUTIVE SUMMARY

The Challenge Program at Cecil Rhodes School is in the second year of operation. As was similar to last year, evaluation of the Program was based on student, parent, and teacher opinions on different aspects of the Program. An additional feature this year was to include comparisons between students who were new to the Program and those who were in the Program for the second consecutive year. Similar comparisons were drawn for parents. In total, surveys were completed by 32 students, 27 parents, and 16 teachers.

Students enjoyed participating in a wide variety of activities mainly because they were educational and fun to do. They also thought the Program had generally positive effects on them through showing more interest in school, getting along better with friends, and learning about a number of different activities.

Parents thought the Challenge Program had a number of positive effects on their children as well as the school. Some were slightly concerned, however, about the effect of the Program on regular classroom work. Parents indicated a desire to learn more about the Program and to see the Program expand in new and different areas.

Several teachers were involved in Challenge Program activities including initial identification, final selection and reassessment of student participation. Teachers thought the Program had a number of positive effects on students, themselves, and the school. They also indicated a willingness to become more involved in the Program primarily in areas of special interest i.e., music, art, drama.

Overall, students, parents, and teachers were very supportive of the Program and thought the Program should continue to grow and expand.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Challenge Program continue to grow and expand particularly in the number and type of activities.
2. There be a possibility of more students, parents, and teachers becoming involved in the Program.
3. More information be provided on the Program philosophy, objectives, and activities to parents and teachers.
4. A similar type of program be offered to gifted and talented students at other schools within the Division.

DUFFERIN SCHOOL

COMPUTER ASSISTED LEARNING PROGRAM

PR-SD1-201

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Dufferin

COMPUTER ASSISTED LEARNING IN A SPECIAL EDUCATION CLASS

DESCRIPTION OF NEED

Primary Assessment Class is for students 5-9 years old with multiple learning problems.

PROGRAM OBJECTIVE

To develop and reinforce academic skills with the use of a computer for 12 students enrolled in the Primary Assessment Class.

PROJECT DESCRIPTION

Under the direction of the teacher, the aide will: i) work directly with students at the computer, ii) assist with both the learning and the computer use skills, iii) develop activities for the computer centre, and iv) assist with record keeping.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and recommendations attached.

ACTUAL COST 86/87

ME Contribution
Materials:
Personnel: $1,280.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 87/88

ME Contribution
Materials: $1,500.00
Personnel: $6,000.00

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $7,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund a .5 aide position to a maximum of $4,900.00 for the school year 1987-88 and that the Division be responsible for materials and for providing appropriate professional development activities for this aide. A progress report which includes a list of professional development activities provided be submitted by April 15, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 21, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Dufferin School

RENEWAL: X

NEW:

PILOT:

REQUEST: $2,450.00

PROJECT: Computer Assisted Learning In A Special Education Class

FILE NO: PR-SD1-201

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $1,280 to cover additional costs required to continue the aide position to end of June, 1987. That interim evaluation be submitted April 15, 1987.

RECOMMENDATION: $1,280

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 30, 1985

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Dufferin

RENEWAL:

NEW: X

PILOT:

REQUEST: $ 7,600.00

PROJECT TITLE: Computer Assisted Learning in a Special Education Class

FILE NO.: PR-SD1-201

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

That ME funding of $7,600.00 be contingent upon:

1) the Winnipeg Program Evaluation Staff assisting in the design of the evaluation be determined by June 30/85

2) the design of a training plan for the aide

3) the involvement of the supervising teacher, an early childhood consultant, and computer consultant in the design of the training and evaluation

4) the submission of results to date by April 15/86.

RECOMMENDATION: $ 7,600.00

HOLD FUNDS - Released November 29, 1985

EXECUTIVE SUMMARY

A total of 41 students aged 5 to 10 from the Kindergarten E.C.L.C. (morning and afternoon) Program, Primary Assessment Class, and Primary Special Needs Class participated in a Computer Assisted Learning Program. A Computer Aide was available to work directly with students in each of the classes for 1 day per six day cycle. Information on computer awareness skills was assessed by a teacher questionnaire, proficiency checklist, and a student evaluation. Results indicated that drill and practice was the most commonly used application, students did not require assistance for demonstrating most of the computer awareness skills, and students liked working on the computer particularly the computer games and other types of software.

An evaluation of software currently available indicated that it was useful for language development and in meeting some I.E.P. goals. Teacher responses indicated a definite lack in appropriateness, quantity, and variety in software. The Computer Aide benefitted students through language stimulation, and in providing one-to-one instruction. The training plan for the Aide was considered adequate but in need of more inservicing and more time to preview software. Observations conducted in each of the classes indicated a number of changes and developments over time.

Despite some initial set-backs in implementation and operation, the Project was generally considered successful and of benefit to the students.

a computer in the classroom. When asked how successful the Computer Assisted Learning Project had been at Dufferin School, 2 teachers thought it had been "very successful" and 2 had thought "somewhat successful".

Finally, Appendix E contains an overview on implementation and operation of the project in terms of problems, plans and solutions. An informal record was maintained by the Supervising Teacher and indicates a number of difficulties in the initial and on-going stages of the project. Foremost among these were a breakdown in computer equipment, and the resignation of the first Computer Aide. There is a misunderstanding regarding funds for purchase of software. This is currently being investigated.

RECOMMENDATIONS

Based on both the evaluation research and observations, it is recommended that:

1. The computer aide remain as an essential component of the program. The following are some of the reasons for this recommendation.

    a. The primary needs of these children relate to language and social development. The aide can facilitate these.

    b. Record keeping is imperative to ensure that programs are appropriate.

    c. Software must be appropriate and is time consuming to select.

    d. Dialogue between the aide and teacher re students is critical (additional aide time should serve to further enhance this so that the programs used would relate to student needs/abilities/interests as indicated in their I.E.P. and also be consistent with classroom themes whenever possible).

    e. The students interests, needs, abilities and attention spans vary tremendously. The aide can help accomodate for such diversity.

2. The aide's time should be increased or time should be built into the present schedule in order for the aide to debrief with the teachers, preview new software, record student activities and progress, etc.

3. Careful consideration must be given to the nature and use of the program in the E.C.L.C. in particular. Programs should be selected bearing in mind students needs (in particular oral language), attention spans, etc.

4. An even greater degree of individualization would be of benefit to the students. This could be accomplished through an increased correlation of computer program plans with the individual educational plans for students. This assumes that a variety of appropriate software is currently available.

5. Access to a greater number and variety of software would be a great asset to the program. While some of this can be "borrowed", allowance should be made for the purchase of some programs so that easy access is ensured to appropriate software.

6. The use of Grade VI mentors or support personnel (classroom aides) during the alternative days is critical to maintain the operation of a safe, qualitative and appropriate program for all student participants.

7. The location of all classrooms allows for ease of movement of the computer from one area to another. This factor should be considered if changes in classroom locations are contemplated.

GREENWAY SCHOOL

LANGUAGE DEVELOPMENT PROGRAM

PR-SD1-214

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Greenway

EARLY LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

To assist in the identification of children with language difficulties and in a specialized programming response in K, and Pre-primary and Grade 1 classroom.

PROJECT DESCRIPTION

The half time volunteer coordinator recruits volunteers and works under the direction of the Language Development teacher to train these volunteers to work one-to-one with identified children to enhance their language development.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and recommendations attached.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:	$1,000.00	**Materials:**	
Personnel:	$9,800.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$1,250.00 + $300.00 Eval.	**Materials:**	
Personnel:	$13,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $14,550.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund a .5 volunteer coordinator position $9,800.00 salary and $1,000.00 materials for one more school year (1987-88) to a maximum of $10,800.00 to coincide with the completion of the Early School Years evaluation. This funding contingent upon the Division submitting a complete financial statement and that M.E. receive a progress report by April 15, 1988 summarizing implementation of evaluation recommendations.

5-41

Manitoba

Education
Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Greenway

RENEWAL: X

NEW:

PILOT:

REQUEST: $10,800

PROJECT: Early School Years Language Development

FILE NO: PR-SD1-241

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $10,800 with a review at the September Adjudication meeting following receipt of the interim Early School Years report. Final evaluation to be submitted April 15, 1987.

HOLD FUNDS

RECOMMENDATION: $10,800

EXECUTIVE SUMMARY

The Language Development Program at Greenway School was based on the recruiting and training of volunteers to enhance langugage development on an individualized basis with children from Kindergarten, Pre-Primary, and Grade One. Small group language development sessions were conducted by the Language Development Teacher. A Volunteer Coordinator and Language Development Teacher assisted with volunteer training and supervision. Observations from Year I of the Program revealed that too many children received too little direct service and frustrations resulted among volunteers and classrooms teachers.

Results from a Staff Designed Teacher Survey and a Research Designed Teacher Survey indicated that classroom teachers were satisfied with the roles of the Volunteer Coordinator and Language Development Teacher. Teachers were less satisfied with the role of the volunteers, particularly the poor English grammar among volunteers, the high turnover of volunteers, and the need for more training and close supervision of volunteers. Volunteer Survey results suggested that volunteers received personal satisfaction and rewards from participating in the Program. However, volunteers would have liked more information about basic child development activities as well as more communication with teachers about the Program.

The analysis of the Year I student data showed that TOLD-P standard scores generally increased from Fall to Spring. The analysis also showed that the Language Development Teacher and volunteers were generally giving more sessions to those students who scored lower on the Fall TOLD-P.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Program be continued but with a number of considerations.
2. School staff should be surveyed once only and at a mutually convenient time for both staff and evaluators.
3. There be a system for improving the channels of communication among program staff, volunteers and classroom teachers.
4. The problems identified in the evaluation regarding the volunteers be reviewed by the school with possible consideration for the following:
    - a) screening of volunters for good English grammar
    - b) more ongoing training and supervision of volunteers
    - c) obtaining longer term commitments from volunteers
    - d) trained teacher aides rather than volunteers work with the students
5. During the next year of the Program, there should be renewed efforts to involve parents more in the Program.

KING EDWARD COMMUNITY SCHOOL

EARLY SCHOOL YEARS LANGUAGE DEVELOPMENT

PR-SD1-200

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: King Edward

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

To develop a staff component in order to continue being a fourth site for the Early School Years Program pilot.

PROJECT DESCRIPTION

To enrich the classroom environment by providing two language development aides in the nursery and Kindergarten classrooms. Training and professional development for these two project staff will continue to be provided through the Early School Years Project.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and recommendations attached.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$21,600.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$1,000.00	**Materials:**	
Personnel:	$23,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $24,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund to a maximum of $20,600.00 for the school year 1987/88 only at $19,600.00 salary for 2 aides and $1,000.00 materials to coincide with the completion of the Early School Years project. It is further recommended that the Division provide the necessary release time for aides to attend appropriate workshops in language development as stated in recommendation 3.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: King Edward

RENEWAL: X

NEW:

PILOT:

REQUEST: $21,600

PROJECT: Early School Years Language Development

FILE NO: PR-SD1-200

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $21,600 pending clarification of dollars requested from Division and with a program review at the September Adjudication meeting following receipt of the interim Early School Years report. Final evaluation to be submitted April 15/87.

RECOMMENDATION: $21,600

HOLD FUNDS

EXECUTIVE SUMMARY

The Language Development Program at King Edward Community School consisted of 2 Language Development Aides who played an active role in the stimulation and reinforcement of linguistic skills among Nursery and Kindergarten students. As part of the evaluation, separate surveys were completed by the 2 Aides, 2 Classroom Teachers, the Principal, the Resource Teacher, and the Receiving Teacher. Results indicated that the Aides were very effective in the promotion of language development through the use of role playing materials and encouraging parental involvement. The Aides also assisted classroom teachers in observation, assessment, and recording keeping.

The students' progress in language development was assessed in Fall, 1985 and Spring, 1986 through the use of the Test of Language Development Primary (TOLD-P) and the Early Identification Program (E.I.P.) Language Profile. On the basis of the TOLD-P scores and E.I.P. Language Profile observations, Nursery and Kindergarten students had either maintained or improved their performance by the Spring testing period.

Although there was concern about the need for more role playing materials and professional development release time, staff were very supportive of the Program and thought it should continue.

appropriate scores with the possible exception of the Fall Listening Skills Score which was lower. All Spring subsection scores fell within the fourth developmental age span (5.6 to 6.5 years) except the Spoken Language (Use) which was within the third developmental (4.6 to 5.5 years) span.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Language Development Aides continue to be assigned to the Nursery and Kindergarten classrooms.

2. That appropriate role playing materials be provided for the students in the Program to facilitate language usage.

3. There be more release time allotted for attendance at workshops and inservices in order that Aides be updated and informed on ideas for promoting language development in the classroom.

4. Students continue to be assessed on measures of Language Development in order to monitor their progress over time.

PRINCIPAL SPARLING SCHOOL
LANGUAGE DEVELOPMENT PROGRAM
PR-SD1-14

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Principal Sparling

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

See Elementary School Data.

PROGRAM OBJECTIVE

To provide intensive, individual English language programming for identified nursery, kindergarten and Special Needs children.

PROJECT DESCRIPTION

Pairing of student with ethnic aides/volunteers who will provide language experience according to students needs under resource teacher and C.G.C. supervision.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and Recommendations attached.

ACTUAL COST 86/87

ME Contribution
Materials: $2,000.00
Personnel: $9,800.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 87/88

ME Contribution
Materials: $1,000.00
Personnel: $10,250.00

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $11,250.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund to a maximum of $11,920.00 for the 1987-88 school year. (Two .5 ethnic aide positions $9,800.00 salary and $1,000.00 materials.) In addition M.E. also fund up to 2 professional development days per month for a total of 20 working days (10 days each per aide) to a maximum of $1,120.00. A progress report which includes a list of professional development activities and implementation of recommendations be submitted April 15, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Principal Sparling

RENEWAL: X

NEW:

PILOT:

REQUEST: $13,500

PROJECT: Early School Years Language Development

FILE NO: PR-SD1-14; 15

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $11,800 with a review at the September Adjudication meeting following receipt of the interim report. Final evaluation to be submitted April 15/87.

RECOMMENDATION: $11,800

HOLD FUNDS

EXECUTIVE SUMMARY

The evaluation of the Principal Sparling Language Development Program was based on three sources of information: a program description from the school; a survey of selected staff; and student data from 1985/86. The program description indicates that the program is being implemented as planned. The staff survey shows that most aspects of the program are in place and are well received. Improvements in communication and the need to have a consistent core of volunteers that includes some community people were outcomes of the surveys.

Data analysis showed that students were improving their oral language skills and basic concepts. Kindergarten students generally experienced larger gains in test scores.

The gains in TOLD scores were not related to the number of sessions held with the aides or volunteers (after controlling for initial test scores). Gains in Boehm scores were positively related to the number of sessions (after controlling for initial test scores). This seems due to the focus of the sessions on Boehm concepts.

There were no significant partial correlations between number of sessions and gains in TOLD standard scores after accounting for initial TOLD scores (Table 4). This means that the amount of gain in TOLD scores was not related to the number of sessions students had with aides and volunteers.

RECOMMENDATIONS

On the basis of the information presented in this report, the following recommendations were made:

1) that there is a need for the program
2) that the program continue
3) that the program staff initiate a process to have regular, frequent meetings
4) that a process be initiated to increase interaction with classroom teachers
5) that the level and quality of materials now at the school be determined by appropriate Division personnel
6) that sessions with the ethnic aides and volunteers be recorded seperately for each student
7) that the school identify the relative merits of aide time versus volunteer time

ST. JOHN'S JUNIOR HIGH SCHOOL

ATTENDANCE PROGRAM

PR-SD1-29

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: St. John's Junior High

ST. JOHN'S ATTENDANCE AIDE

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

To reduce absentee rate of junior high students.

PROJECT DESCRIPTION

The attendance aide performs the following duties:

1. Makes phone calls morning, afternoons, evenings or weekends (if parents in accessible during day) to parents of students who are absent or frequently late.
2. Records results of these calls, and liaises with homeroom teachers, as well as counsellors or administrators where appropriate.
3. Makes home visits when there is no telephone.
4. Provides a primary contact person for the division's attendance officer.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and recommendations attached.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$9,800.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$200.00	**Materials:**	
Personnel:	$11,500.00	**Personnel:**	

TOTAL PROJECT COSTS: $11,700.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund an aide position for the school year 1987-88 to a maximum of $9,800.00, that the evaluation be distributed to other inner city secondary schools as per recommendation No. 4. A progress report to be submitted April 15, 1988.

5-60

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: St. John's Junior High

RENEWAL: X

NEW:

PILOT:

REQUEST: $9,800.00

PROJECT: Attendance Aide

FILE NO: PR-SD1-29

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

M.E. continue funding to a maximum of $9,800 contingent upon the evaluation plan for Year 2 submitted by June 30/86. The focus of the evaluation should include an examination of the number and impact of direct home visits. A statistical review of the two years operation of the program should be generated so as to determine the overall impact of the program. Final evaluation to be submitted by April 15, 1987.

RECOMMENDATION: $9,800

HOLD FUNDS

EXECUTIVE SUMMARY

The Attendance Aide Project at St. John's High School was evaluated on the basis of teacher questionnaires, attendance call-back data, and an attendance aide survey. The teacher questionnaires were completed by 39 staff members. The results of the questionnaire pointed out the following aspects of the Program.

1. Phone calls were an important part of the Program in addressing the attendance problem.
2. Parents were being informed of their children's attendance patterns.
3. Students were being made aware that parents were being contacted.
4. Parents were taking the initiative in informing the school of their childrens' absence.

A sample of attendance call-back information and attendance registers from 5 classrooms each for grades seven, eight and nine were randomly selected and analyzed. The data covered the period from September to December, 1986. Analysis of attendance data revealed that 400 phone calls had been made to the parents of students who were not attending school. A maximum of 10 calls per student was analyzed and was further identified by the person who made the call, indicating the reason for not attending school, and the follow-up provided. Most of the calls were made by the Aide, the most common reason for not attending school was illness, and the most common type of follow-up was from a counsellor.

Of the 400 phone calls, 221 students each received at least one call. Grade 8 students received a slightly higher proportion of phone calls and had more students withdraw from class. Grade 7 students who were called had a significantly lower percentage of lateness than the Grade 9's and a significantly lower percentage of absence than the Grade 8's.

The Attendance Aide survey results virtually confirmed teacher impressions and indicated general satisfaction with the Program.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Attendance Call-Back Program continue with particular emphasis on the following:
   - a) phone calls be used as an important means to address the attendance problem
   - b) parents continue to be informed of their childrens' attendance patterns
   - c) students be made aware that parents have been contacted
   - d) parents and/or students be encouraged to call the school when non attendance is anticipated
2. More information about the Program be made available to school staff, particularly the home visits made by the Attendance Aide.
3. Documentation on the particulars of home visits be made to assist with the evaluation.
4. Aspects of the Program be considered for use in other schools that have an attendance problem but do not have a Call-Back Program.

STRATHCONA SCHOOL

COMMUNITY TEACHER AIDE

PR-SD1-206

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Strathcona

COMMUNTIY TEACHER-AIDES

DESCRIPTION OF NEED

See Elementary Data.

PROGRAM OBJECTIVE

To provide additional human resources to: 1) work with children with learning needs in a classroom setting, 2) and foster greater parental involvement in education.

PROJECT DESCRIPTION

Two Community Teacher-Aides will divide their time between in-classroom activities and community school outreach. They will also be involved in attendance call back, maintaining a Housing Registry and assisting the principal in the development and production of the school newsletter.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Executive Summary, Recommendations attached.

ACTUAL COST 86/87

ME Contribution Materials:		**Division Contribution Materials:**	
Personnel:	$21,600.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution Materials:	$ 1,000.00	**Division Contribution Materials:**	
Personnel:	$30,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $31,000.00

COMMENTS/CONTINGENCIES

M.E. has funded 2 aide positions for 2 years. Many of the tasks assigned to these positions are more appropriately the responsibility of regular school aides. Evaluation points out that in-school support, outreach and attendance call back are the most effective use of community aide time. M.E. staff feel that this can be done by 1.5 aide positions.

STAFF RECOMMENDATIONS

That M.E. fund to a maximum of $15,700.00 to cover the costs of one full time aide position $9,800.00; .5 aide position $4,900; and $1,000.00 to be used to provide professional development activities for the aides. Further M.E. recommends that these aides be responsible for attendance call back, outreach and classroom support components of the program. That a progress report which includes a list of professional development activities provided for aides be submitted April, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Strathcona

RENEWAL: X

NEW:

PILOT:

REQUEST: $21,600

PROJECT: Community Teacher Aides

FILE NO: PR-SD1-206

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $21,600 contingent upon submission of reworked proposal which would clarify: 1) that clerical tasks are kept to a minimum; 2) assistance to classroom teacher and personal contact with children; 3) training plan for aide; 4) parental involvement; 5) direction from which body?; 6) reworked budget. M.E. staff to communicate concerns of the Panel. Evaluation plan for Year 2 to be submitted by June 30/86. New information to be communicated to Panel members upon receipt. Final evaluation to be submitted April 15, 1987.

RECOMMENDATION: $21,600

HOLD FUNDS

EXECUTIVE SUMMARY

The Community Teacher Aide Evaluation at Strathcona School was primarily based on the activities involving the Aides. These included contacting students who were not attending school on a regular basis (Attendance Call-Back Program), updating the Housing Registry, providing Outreach for the Parent Child Centre and for the school, providing assistance to teachers in the classroom, and working on other activities such as the school newsletter. Informal evaluations were also obtained from the C.E.D.A. worker, parents, the school staff, and the Aides themselves.

As part of the evaluation, the Aides were asked to maintain a weekly time record of their activities. The largest percentage of their time was spent assisting teachers in the classroom, providing Outreach for the Parent Child Centre, and contacting students who were not attending school.

The results of the teacher questionnaire and parent survey indicated that the Aides are providing much needed and valuable resources to the school and community but there are difficulties with scheduling of activities. It is recommended that the Aides receive instruction from one person, who will also be responsible for coordination and overall management of the Program.

its present form, and that providing assistance in the classroom was the most personally satisfying activity.

DISCUSSION AND CONCLUSIONS

Before beginning the discussion on the Community Teacher Aide Project, there are 2 points that must be made. One is that most of the evaluation was conducted between November and mid February when there was not a regular school principal, due to illness, present at the school. However, subsequent discussions with the Acting Principal who joined the staff in February indicated that, in the meantime, there has been a general streamlining of Community Teacher Aide activities as well as a more manageable and better coordinated Program for the Aides to follow. The second point is that one of the Aides resigned his position in late January before the evaluation was completed. The departure of the Aide placed a temporary heavy workload on the other Aide until a new Aide was hired in March to fill the position. These points should be kept in mind while interpreting the results of the evaluation.

On the basis of the results, it is evident that the Community Teacher Aides are providing valuable services in a number of activities, although there are some obvious difficulties. There is little doubt that the Programs are needed at the school, but there are indications that the activities could be more effectively implemented. The Attendance Call-Back

Program appears to be a definite need in view of the high percentages of students involved in the Program. Teacher responses indicate the Program is effective and has a number of benefits. The Housing Registry is being utilized by increasing numbers of families and is helping them to find accommodation within the school catchment area. The Outreach work for the Parent Child Centre is helping parents to become more avare and involved in their childrens' education. The School and Community Based Outreach is assisting parents and the local community by addressing basic needs of food, housing, employment and neighborhood safety. Assistance to teachers in the classroom was also viewed as beneficial particularly to children who were receiving individualized instruction from the Aides. In addition, the Aides were available to perform unscheduled activities when required.

The difficulty with the Program appeared to be in the scheduling of activities. The dissatisfaction was expressed several times by parents attending the Parent Child Centre, the Parent Child Centre staff, teachers who received assistance in the classroom and the Aides themselves. Although they were pleased to receive the assistance from the Aides, the parents and staff wanted them to be there for a scheduled period of time, and not have them suddenly depart to go and perform some other task. The scheduling problem may be partially explained by the absence of the regular school principal who, in the past, had been responsible for coordinating and supervising the Program. As a.

result, the Aides were receiving instruction from each staff member who had responsibility for a single activity.

In conclusion, while it is widely acknowledged that the Community Teacher Aide Program at Strathcona Community School is benefiting the school, parents, and community in a number of ways, there is a recognized need for more effective organization and coordination of the Program.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Community Teacher Aide Program continue at Strathcona School.
2. A schedule of activities be maintained so activities can be performed in a consistent manner.
3. Someone in a supervisory position, preferably the Principal, be responsible for coordinating and providing overall management of the Aides and the Program.
4. The Aides do not spend as much time on unscheduled activities which interfere with regularly scheduled activities.
5. There be a possibility of providing back-up support when one of the Aides is absent or leaves to ensure continuity and delivery of the Program.
6. The Aides continue to use the evaluation forms currently in place which will help to organize their activities as well as future evaluations.

WESTON SCHOOL

WRITING TO READ PROGRAM

PR-SD1-239

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Weston

WRITING TO READ

DESCRIPTION OF NEED

See elementary data.

PROGRAM OBJECTIVE

To set up a pilot for the IBM K-1 "Writing to Read" system; an early language learning program.

PROJECT DESCRIPTION

The IBM K-1 WTR System is a computer based system designed for young children who are just learning to read. By using children's existing oral language skills, children learn to write, read and understand expression of their ideas through the manipulation of language. The program involves use of self-contained, computerized instructional unit supported by work journals, a listening library, a "make words" station, the classroom teacher and a computer aide. Teachers are provided with comprehensive manuals to accompany the program.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Executive Summary and Recommendations attached.

ACTUAL COST 86/87

ME Contribution **Materials:**		**Division Contribution** **Materials:**	
Personnel:	$9,800.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution **Materials:**	$1,500.00	**Division Contribution** **Materials:**	
Personnel:	$11,500.00	**Personnel:**	

TOTAL PROJECT COSTS: $13,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund the aide position to a maximum of $9,800.00. This funding contingent upon the Division acting on recommendations of the evaluation. Evaluation to be submitted April 15, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: Weston

RENEWAL: X

NEW:

PILOT:

REQUEST: $4,500

PROJECT: Weston Writing To Read

FILE NO: PR-SD1-239

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $4,500 to cover .5 aide position to end of project June, 1987. Final evaluation to be submitted April 15, 1987.

RECOMMENDATION: $4,500

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 30, 1985

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Site Not Selected

RENEWAL:

NEW: X

PILOT:

REQUEST: $ 28,000.00

PROJECT TITLE: Writing to Read

FILE NO.: PR-SD1-197

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

That ME fund for one year with a preliminary evaluation due April 15, 1986 contingent upon site selection and the development of an evaluation plan by September 30, 1985.

That the school site chosen have at least 4 participating classrooms.

RECOMMENDATION: $ 40,900.00

HOLD FUNDS - Released November 14, 1985

I.B.M. WRITING TO READ EVALUATION

FINAL REPORT

I. Introduction

A. Background

Winnipeg School Division No. 1, through Manitoba Education's compensatory grant program, has established a pilot project for I.B.M.'s Writing to Read (WTR) Program. The pilot project is being conducted at Weston School, with five classrooms of Kindergarten to Grade One students participating in the project. Both teachers and parents received inservices about the program.

The WTR Program was developed for young children who are just beginning to learn to read. By using children's existing oral language skills, children learn to write, read and understand expression of their ideas through the manipulation of language. The program involves use of self-contained, computerized instructional units, supported by work journals, a listening library, a "make words" station, the classroom teacher and a computer aide. Teachers are provided with comprehensive manuals to accompany the program.

B. Overview of Evaluation

The evaluation of the WTR Program consisted of the following elements:

- assessment of the effectiveness of program implementation;
- assessment of the attitudes of teachers and parents toward the program;
- assessment of the attitudes of students toward learning;
- assessment of the impact of the program on the remainder of the students' activities during the day;
- assessment of the impact of the program on students' development of skills related to the program; and,
- comparison of the WTR program with objectives of Manitoba's curriculum.

To date, two evaluation reports have been submitted to the Division (June 1986 and November 1986). Assessment of program implementation was detailed in the first report and results of initial student assessments were described in the second report. Highlights of these interim reports are restated below for the benefit of the reader.

- The teachers at Weston School represent a relatively homogeneous sample in terms of their language arts approach. That is, the teachers meet together regularly to share ideas, and each uses a language experience approach and the two grade one teachers use the Graves writing program. This may limit, to some extent, the generalizability of results to situations in which a different language arts approach is used.

- Extensive inservicing occurred prior to the introduction of the program. If the Division were to extend the program to other locations, then a similar degree of inservicing would appear to be necessary in order to achieve similar outcomes. That is, a site visit to an existing program, at least one day's experience working with the program while discussing application with a teacher who has used WTR in the classroom, and an opportunity to study the manual thoroughly would likely be necessary.

- Concern was expressed that the WTR program may not be suitable for kindergarten children on a philosophical basis. If the division were to decide to implement WTR in a number of schools, then a decision to include kindergarten classrooms would require careful consideration by the primary consultants and elementary superintendents.

- Based on the information gathered for the June 1986 interim report, it would appear that any difficulties associated with implementation of the WTR program (e.g., difficulties with disks, uppercase letters only on keyboards, supply of typing paper) had been addressed during the pilot phase and would not impact on program delivery during the 1986-87 school year.

- The evaluators, evaluation committee members and teachers all expressed concern that the limited intervention period (i.e., September to February) may not allow sufficient time for the effects of the program to be measured. However, given the gains which teachers identified during the short pilot phase, the evaluators became more confident that the impact of WTR could be measured within the given timeframe.

- Results of initial comparisons between students at Weston School and the comparison sample indicated that the two samples of students were similar on the following measures: ages of students at each grade level; genders of students at each grade level; numbers of students at each grade level; self esteem scores, both for the samples as a whole and at individual grade levels; and, emergent reading scores for the samples as a whole, at kindergarten level and at pre-primary level. The two samples differed on emergent reading scores at the grade one level, with students at the comparison school achieving significantly higher scores than those at Weston School.

In the present report, results of the evaluation are presented based on several methods of data collection (i.e., teacher interviews, staff survey, parent survey, classroom observation and student assessment). A summary of results and recommendations are presented at the conclusion of the report according to each of the objectives of the evaluation.

VII. Summary and Recommendations

A. Summary of Findings

1. Teachers in the WTR program believe that each of the program objectives is being met. Moreover, all four teachers reported that their students were functioning at an advanced level, as compared to students in their previous classes, in writing skills, reading skills, amount of time spent on writing and amount of time spent on phonics and structural analysis.
2. Classroom teachers reported that WTR was consistent with the Manitoba curriculum in a number of content areas. Concern was expressed by the primary consultants, however, that the approach of WTR to each of the content areas was not consistent with the approach outlined for use in the Manitoba curriculum. It should be noted, however, that WTR is used as only one component of the students' language arts experience in the classroom each day.
3. All four WTR teachers expressed concern regarding the validity of participation of kindergarten students in the program.
4. School staff as a whole were aware of the WTR Program and felt positively about it. Over 90% of staff respondents to an attitude survey indicated that they would like to see the program continue. A third of staff respondents commented that the program should not be used in kindergarten.
5. The parent sample of respondents to an attitude survey was small and possibly not representative of the parent population. Approximately 80 per cent of parent respondents did indicate that they would like to see the program continue.
6. Classroom observations of student-teacher interactions indicated some differences based on regular classroom versus computer room location at the pre-primary and grade one levels. In the classroom, the most frequent type of contact between teacher and student was teacher-initiated questions while the most frequent type of contact in the computer room was interaction, both student-initiated and teacher-initiated.
7. At the pre-primary and grade one levels, the most often cited impact of WTR on the school day was that students' writing skills had improved, which allowed students to express their ideas through writing more readily. At the kindergarten level, it was found that the time spent in the computer room infringed on other classroom activities. This negative impact was reduced by scheduling WTR every second day for children in kindergarten.
8. No significant differences in students' attitudes toward learning were found at

the kindergarten or pre-primary level as a result of WTR. In grade one, however, students at Weston School demonstrated increased levels of academic self esteem as compared to a group of students who had not received the WTR Program.

9. No significant differences in students' reading skills were found at any grade level, between Weston School and the comparison school, during February testing. However, at the earlier test period, reading levels of grade one students at Weston School had been significantly lower than reading levels of grade one students at the comparison school.

B. Evaluators' Observations

1. Response to the WTR Program, from staff and parents, has generally been positive. Indeed, those teachers who use the program with pre-primary and grade one students have noted remarkable improvements in students' ability to use language to express their ideas and in students' level of confidence. Yet measures of student assessment neither reflect these changes nor replicate the findings of numerous other evaluations of WTR. Two factors must be considered in regard to this.

First, as mentioned earlier in the report, the evaluators, evaluation committee members and teachers were skeptical that the impact of the program would be measurable at the mid-point of the school year. Other studies of WTR, in which significant differences were found between program and comparison students, have examined impact at the end of the school year. Therefore, it may not be surprising that a significant program impact was not discovered in February. Certainly average scores at the pre-primary level were in the predicted direction, but simply failed to reach significant probability levels.

Second, the two samples of students at the grade one level were not comparable; students in the comparison school had significantly higher scores of pre-emergent reading skills during the pre-test. The fact that significant differences were not found between the two schools during the February testing suggests that students at Weston School may have been beginning to "catch up" to students at the comparison school - surely a goal of a compensatory education program. Even with the use of a sophisticated technique such as regression analysis, however, one can never be sure that pre-existing differences are not determining group differences at any later point in time.

We would suggest that, based on division-wide testing results collected at each school in the fall, a school (or several schools) in which students had approximately equivalent readiness scores to those at Weston be selected to act as a comparison. Both of these samples could then be tested in June to determine the impact of the WTR Program in a manner which would more truly replicate the methodology of previous evaluations of I.B.M.'s program.

2. Use of WTR at the kindergarten level is contentious. While students appear to be learning, the program is not consistent with the philosophy or content curriculum of kindergarten. Moreover, WTR was designed to be a one-year program, but if its use is continued at Weston School, students will receive the same program in two successive years. To the evaluators, it would seem that use of WTR could be reasonably introduced to pre-primary and grade one students, rather than to kindergarten students.

C. Recommendations

1. Based on teachers' opinions, consistency with curriculum and outcomes of student assessment, the evaluators would not recommend continuing the WTR Program for kindergarten students.
2. Based on teachers' attitudes, parents' attitudes, consistency with curriculum content and outcomes of student assessment, the evaluators would recommend continuation of the WTR Program at the pre-primary and grade one levels.
3. Continued assessment of the impact on students' reading and writing skill levels, as well as introduction of assessment of spelling skills, is strongly recommended, particularly at the end of this school year and at the end of grade two. The evaluators would also recommend that a sample of students be selected from schools which had similar scores in division-wide testing of reading readiness, to act as a comparison sample to students from the WTR program during these evaluations of program impact.

NEW PROJECTS

NEW PROJECT REQUESTS

PROJECT	SCHOOL	FUNDED 86/87	REQUEST 87/88	RECOMMEND	PAGE #
Peer Counselling	R.B. Russell Isaac Newton	-	$ 52,800	$ 16,400	6-2
P.D. - Teachers New to Inner City	Division Wide	-	$ 15,000	$ 15,000	6-7
School Based Planning	Division Wide	-	$ 80,000	DEFER	6-14
Language Arts K-3	Division Wide	-	$ 17,000	DEFER	6-19

ISAAC NEWTON JUNIOR HIGH/R.B. RUSSELL SCHOOL

PEER COUNSELLING AND TUTORING PROGRAM

PR-SD1-391/392

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Isaac Newton/R.B. Russell

PEER COUNSELLING PROGRAM

DESCRIPTION OF NEED

Proposal focuses on needs of Grade 8 and 9 students in Isaac Newton Junior High School and Grade 9 students in R.B. Russell Vocational School.

PROGRAM OBJECTIVE

The peer counselling program provides training, experience and on-going supervision in communication and interpersonal skills to selected students to enable them to facilitate the personal growth and decision-making skills of their peers and to refer them for additional help when appropriate.

PROJECT DESCRIPTION

The program will be organized based on the program design established by Hugh John Macdonald school. The program will consist of four phases after Implementation and Selection:

1. Intensive Residential training session (15 hours)
2. On-going school-based training session
3. Three content workshops
4. Series of activities (supervised practicum
5. Peer Counsellors as co-trainers, co-facilitators in recruiting and beginning training of Grade 8 peer counsellors.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Evaluation plans for R.B. Russell and Isaac Newton attached.

RESOURCES REQUIRED
ME Contribution (R.B. Russell) (Isaac Newton)

Materials: $3,800.00 **Materials:** $5,000.00
Personnel: $22,000.00 **Personnel:** $22,000.00

TOTAL PROJECT COSTS: $52,800.00

COMMENTS/CONTINGENCIES

Hugh John Macdonald evaluation not completed. Based on preliminary information appears to be a successful project. A contingency for the Hugh John Macdonald program was a submission of a professional development plan for teachers wishing to establish a peer counselling program.

STAFF RECOMMENDATIONS (Total Recommendation $16,400.00)

That M.E. fund the residential training and materials for Isaac Newton to a maximum of $3,600.00 and R.B. Russell to a maximum of $1,800.00. This funding contingent on the designated counsellors in these schools receiving the required training necessary to establish a peer counselling program. This professional development workshop training to be provided for by the Hugh John Macdonald peer counselling project staff and pupil services coordinator. Further M.E. agrees to pay for release time for the Hugh John Macdonald Peer Counselling staff person to provide the professional development training and required support to trainees up to a maximum of 50 days ($11,000.00). That an evaluation be submitted by April 15, 1988.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY PROJECTS

Evaluation Plans - 1987/88

Name of Project: Peer Counselling - R.B. Russell

Objective of the Project: See attached

Purpose of Evaluation: To determine whether the objectives of the program have been met.

Specific Topics to be Evaluated:

1. Effect on Peer Counsellors themselves
   - the extent to which individual goals have been met
   - personal growth and confidence of peer counsellors
2. Impact on Relationships
   - the extent to which peer counsellors are able to generalize communication and problem-solving skills into relationships with peers, family members, and teachers.
3. Impact on Clients they're helping and on the school
   - number and/or type of peer counsellor contacts
4. General awareness of peer counselling program within the school population.

Personnel Assigned: Research Department Personnel

Percentage of Time Assigned:

Assistance from Others Required:
Nadia Preyma, Pupil Services Coordinator
J.Hale, Counsellor, R.B. Russell

Estimated Cost:

Reporting Deadline:

Interim Report:

Final Report:

Closing Date of Project: June, 1988

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY PROJECTS

Evaluation Plans - 987/88

Name of Project: Peer Counselling - Isaac Newton

Objective of the Project: See attached

Purpose of Evaluation: To determine whether the objectives of the program have been met.

Specific Topics to be Evaluated:

1. Effect on Peer Counsellors themselves
   - the extent to which individual goals have been met
   - personal growth and confidence of peer counsellors
2. Impact on Relationships
   - the extent to which peer counsellors are able to generalize communication and problem-solving skills into relationships with peers, family members, and teachers.

clients
3. Impact on Licents they're helping and on the school
   - number and/or type of peer counsellor contacts
4. General awareness of peer counselling program within the school population.

Personnel Assigned: Research Department Personnel

Percentage of Time Assigned:

Assistance from Others Required: Nadia Preyma, Pupil Services Coordinator

Estimated Cost:

Reporting Deadline:

Interim Report:

Final Report:

Closing Date of Project: June, 1988

PROFESSIONAL DEVELOPMENT - INNER CITY TEACHERS

PR-SD1-335

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL:

PROFESSIONAL DEVELOPMENT TEACHERS NEW TO INNER CITY

DESCRIPTION OF NEED

Proposal focuses on needs of inner city school division staff.

PROGRAM OBJECTIVE

To provide professional development support for teachers new to inner city schools.

PROJECT DESCRIPTION

An inservice support plan which involves:

1. general orientation to the Division
2. an in-school specific orientation
3. and a component specific to teachers new to inner city schools.

Topics to be included: a) Definition of Term: Inner City (historical perspective, b) specific support staff roles/functions, c) overview of: multicultural consideration, native community, Curriculum Adaptation implementation, d) classroom management, organization.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Not included.

RESOURCES REQUIRED

ME Contribution

Materials:
Personnel: $15,000.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $15,000.00

COMMENTS/CONTINGENCIES

Funds to cover costs for 3 days of release time for 50 staff.

STAFF RECOMMENDATIONS

That M.E. fund this project to a maximum of $15,000.00 contingent on an evaluation plan being submitted by June 30, 1987. Final evaluation to be submitted by April 15, 1988.

PROFESSIONAL DEVELOPMENT - INNER CITY TEACHERS

The following inservice support plan has been designed for teachers new to inner city schools.

The plan involves a general orientation to the Division (which would be of benefit to teachers across the Division), as a Division responsibility; an in-school specific orientation (which would be of benefit to teachers new to any school), as a responsibility of the local administration; and a component specific to teachers new to inner city schools.

Following a general orientation to the Winnipeg School Division which would include information such as:

A. Structure of Division

B. General Divisional Information

C. Teacher Supports

1. Inservice sessions
2. Consultant reports
3. ERC/Manitoba Education resources
4. Substitute procedures
5. Professional Development funding resources

D. The Professional Organizations

E. Teacher Evaluation

And following an in-school orientation which would provide information such as:

1. **Fire Drills** - routes and routines.
2. **School building(s) and organization** (provision of school building plan)
   Information about:
   - a) storerooms and school supplies
   - b) teacher aides
   - c) special programs
   - d) library
   - e) school support services - nurse, resource, guidance, etc.
   - f) duplicating machines
   - g) school budgets
   - h) teacher evaluation
   - i) keys
   - j) AV equipment
   - k) locking of classroom doors.

3. Students
    - a) supervision - recess, playground, exits and entrances, assemblies, lunch
    - b) movement from class to class
    - c) freedom (open campus)
    - d) smoking areas if any
    - e) evaluation - parent-teacher conferences
    - f) eating areas
    - g) discipline
    - h) under the influence of alcohol or drugs (what action?)
    - i) list of supplies required.
4. Files
    - a) location
    - b) confidentiality of information
    - c) special medical consideration of specific students.
5. Forms
    - a) short leave of absence
    - b) medical (after 3 days)
    - c) transfer of pupils
    - d) accidents
    - e) ordering films
6. **Procedure regarding**
    - a) student accidents - coverage of class
    - b) religious exercises and national anthem - non-participating students
    - c) registers and computer attendance cards
    - d) field trips - permission, buses, class coverage
    - e) calling a substitute
    - f) questions concerning curricula
    - g) student transfers.
7. **Introduction of C.G.C. unit team**
8. Other
    - a) evaluation of teachers
    - b) day-books
    - c) information about community and its expectations of the school
    - d) inter-visitation for new teachers

An initial presentation would be made which would provide information such as the following, (as well as ongoing support):

(.5 day) **A. A Definition of the Term: Inner City**

1. Historical perspective
2. Identification of inner city characteristics
3. Related divisional policies.

(1.5 days) **B. Specific Support Staff Roles/Functions**

1. School supports (e.g., resource, migrancy, E.L.D.N.S., etc.)
2. Child Guidance Clinic
    a. Referral process
3. Child and Family Services
    a. Services provided
    b. Policy/practice re: abuse
4. Accessing specific resources

(1.5 days) C. Overview of:

1. Multicultural considerations
2. The Native community
3. Curriculum implementation
    a. Specifically assigned personnel/resources
    b. Strategies for integration
4. Program planning; evaluation; testing.

(1 day) **D. Classroom Management, Organization**

Presentations A,B,C,D would need to take place before the end of October and would be supported by an ongoing .5 day per month session, which would be structured to follow up on group needs as identified by participants, school administration, related consultants.

In total 8.5 days per participant would be required, in addition to the initial presentation by the Division, and already established visitation time for new teachers.

BUDGET

1987	1988
September - December	January - June
$10,000.00	$5,000.00
(2 days for 50 staff @ $100.00 = $10,000.00)	(1 day for 50 staff @ $100.00 = $5,000.00)

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL:

RENEWAL:

NEW: X

PILOT:

REQUEST: $18,000

PROJECT TITLE: Teachers New to Inner City

FILE NO: PR-SD1-335

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That the Division develop a collaborative planning model for staff development in order to promote broad based involvement and participation in this initiative and further that this process include plans for orientation of teachers and administrators new to the inner city. Panel recommends that the Superintendents' Inner City Committee have responsibility for the development of the planning model, with support from M.E. staff. This staff development proposal to be submitted in April, 1987 for fall implementation.

Further, Panel recommends that the division complement this effort with the development of an Inner City Teacher Aide Training Model, and M.E. staff be directed to support and be involved in planning such an effort.

RECOMMENDATION: Deferred

SCHOOL BASED PLANNING PROCESS

PR-SD1-390

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Pat Rowantree
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Elementary Schools to be selected.

SCHOOL-BASED PLANNING MODEL

DESCRIPTION OF NEED

Data previously supplied for the schools identified as inner city.

PROGRAM OBJECTIVE

To establish a school based, participatory process for student improvement.

PROJECT DESCRIPTION

No particular project description was provided. The discussion paper circulated within the Division was attached to the budget request. All or part of it may be applicable to the project when the consultation process is complete and a final paper written. The paper is referred to as both a policy paper and an outline for the establishment of a pilot program.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

None provided, though a proposed internal committee structure is outlined on page 10 of the draft paper.

RESOURCES REQUESTED

ME Contribution		**Division Contribution**	
Materials:	$30,000.00 - Release time $5,000 Clerical Assistance $10,000 Evaluation $15,000	**Materials:**	None noted
Personnel:	$50,000.00	**Personnel:**	None noted

TOTAL PROJECT COSTS: $80,000.00

COMMENTS/CONTINGENCIES

See Attached.

STAFF RECOMMENDATIONS

See Attached.

It would be appropriate for the division to complete the internal discussion process, the final policy draft and the detail for the implementation strategy before funds are released.

Specifically M.E. requests more information in the following area:

- The role of the facilitator. Does the facilitator perform the same or different functions from the current activities of the Inner city Coordinator? Does the coordinator plan and run school-based workshops or merely assist the principal in this regard? Would it be better for each school to determine the type and level of personnel resources they require in executing their plan, e.g. the Sharon Olson role at Isaac Newton, the Sharon Goertzen role at Aberdeen? Who does the facilitator report to? What exactly is being facilitated - the initial process or ongoing elements arising from the school committees?
- What are the factors for school selection? (See page 10 under implementation "The schools to be involved would be selected by the Chief Superintendent based on a variety of factors.")
- Who will be responsible for the progress of school improvement activities, the principal? the superintendent? a committee?
- What will the relationship be between schools that are selected - joint committees, same evaluation proposals, etc.?
- Role of parents and paraprofessionals is minimized in this document. If this program is to operate at elementary schools, shouldn't the role be more pivotal considering the numbers of paraprofessionals in inner city schools and the greater degree of existing parent involvement?
- An evaluation plan needs to be identified.

Recommend funding be held for the school improvement process pending:

- clarification of the above points
- that the initiative be directed at elementary schools since M.E. is already funding secondary models
- that plans call for an outside evaluation
- release time be cost shared with the Division. Clerical costs be assumed by the Division.
- That $2,500.00 per school be added for outside facilitator costs as necessary.

DIVISION WIDE

CURRICULUM ADAPTATION - LANGUAGE ARTS K-3

PR-SD1-376

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL:

LANGUAGE ARTS K-3

DESCRIPTION OF NEED

To address the listening and speaking strands of Language Arts Curriculum.

PROGRAM OBJECTIVE

To develop teaching strategies and resources to complement the listening and speaking strands of Language Arts Curriculum.

PROJECT DESCRIPTION

Language Arts Grades K-3 extension of the listening and speaking strands of the Language Arts Curriculum and the English Language Arts Early Years curriculum support series.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

1. Documentation of programming process.
2. Staff attitudes/perceptions of effectiveness of program.
3. Assessment of materials produced.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:	$2,400.00	**Materials:**	
Personnel:	$14,600.00	**Personnel:**	

TOTAL PROJECT COSTS: $17,000.00

COMMENTS/CONTINGENCIES

Division was asked (in November, 1986) to resubmit a more detailed plan (schools identified, project description and evaluation plan). M.E. staff has consulted with appropriate Division staff with regards to a more comprehensive proposal. However, this was not submitted.

STAFF RECOMMENDATIONS

That M.E. defer funding on this project.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: Division Wide

RENEWAL:

NEW: X

PILOT:

REQUEST: $41,600

PROJECT: Curriculum Adaptation

FILE NO: PR-SD1-376

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

a) Language Arts K-3 - That this proposal be deferred. That the Division resubmit in April, 1987 a more carefully developed plan including: - identification of schools, process, speakers; - evaluation plan. That M.E. staff be involved in the planning process.

b) Social Studies - That this proposal be deferred. That the Division resubmit in April, 1987 a more carefully developed plan including: - evaluation plan; - identified schools; - other sources of funding. That M.E. staff be involved in the planning process.

c) Folders & Writing Process - That M.E. not fund this proposal. This process is underway in currently funded compensatory projects.

d) Secondary Language Arts - That this proposal be deferred. That the Division resubmit in April, 1987 a more carefully developed plan including: - detailed budget; - identified schools; - rational for further funding and curriculum adaptation beyond programs currently funded through compensatory support at the secondary level.

RECOMMENDATION: Deferred.

SPECIAL GRANTS

SPECIAL GRANT REQUESTS

PROJECT	SCHOOL	REQUEST 87/88	RECOMMEND	PAGE #
Curriculum Adaptation I/C Secondary	Division Wide	$ 10,000	$ 10,000	7-2
Social Studies Grade 3	V-A/W. Whyte	$ 9,500	$ 9,500	7-5
Central Park Kindergarten Satellite		$ 10,000	$ 10,000	7-8
Inner City Inter-School Pow Wow	Division Wide	$ 5,000	$ 3,000	7-11
Racism Conference	Division Wide	$ 1,235	$ 1,235	7-15
Actors' Showcase	Division Wide	$ 8,000	$ 6,000	7-19
Parent Child Centre	Strathcona	$ 10,000	$ 10,000	7-21

CURRICULUM ADAPTATION/LANGUAGE ARTS FOR THE INNER CITY SECONDARY SCHOOL

PR-SD1-393

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Hugh John Macdonald/Aberdeen/Isaac Newton/Cecil Rhodes/St. Jonn's

CURRICULUM ADAPTATION/INNER CITY SECONDARY SCHOOLS

DESCRIPTION OF NEED

Curriculum adaptation in the area of language arts - inner city students.

PROGRAM OBJECTIVE

To produce a thematic unit in Language Arts appropriate for the Junior High Inner City Student.

PROJECT DESCRIPTION

A team of two teachers from each school to (including one teacher new to the system or Inner City and one teacher with experience) work with Language Arts Consultant for a total of 8 days to produce one unit per team on a thematic topic in language arts appropriate for the junior high inner city students. The completed units would be introduced through a workshop session at the schools and shared among those schools in the fall of 1988. They would also be placed in the junior high unit bank at the ERC.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Personal evaluation written by participants. A general report by the consultant on the units developed and sessions given at the schools. Brief reports by the principal on observed changes in teaching practice, submission of finished units and student response to that unit at the end of project.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:	$2,000.00	**Materials:**	
Personnel:		**Personnel:**	
10 teachers x 8 days	$8,000.00 (release time)		
TOTAL PROJECT COSTS:	$10,000.00		

COMMENTS/CONTINGENCIES

Teaming approach of this project is important in the inner city setting. Great need to adapt curriculum to the particular student population characteristic of the inner city, especially in the areas of methods and materials.

STAFF RECOMMENDATIONS

That M.E. fund this project to a maximum of $10,000.00. A final report and finished units to be submitted upon completion of project.

SOCIAL STUDIES CURRICULUM ADAPTATION

PR-SD1-394

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Victoria-Albert/William Whyte

SOCIAL STUDIES GRADE 3

DESCRIPTION OF NEED

PROGRAM OBJECTIVE

To provide an opportunity for teachers from 2 Inner City schools to plan an integrated unit and to develop a model for studying a local Inner City community (Chinatown).

PROJECT DESCRIPTION

Grade 3 teachers and librarians from Victoria-Albert and William Whyte schools will develop a unit on Chinatown (integrating Social Studies, Language Arts, Art and Multiculturalism) and a box of resources which could be used by teachers.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

To be done by the teachers and consultants, assisted by Grade 3 teachers from at least two other schools.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:	$2,500.00	**Materials:**	
Personnel:	10 teachers x 7 days $7,000.00 (release time)	**Personnel:**	

TOTAL PROJECT COSTS: $9,500.00

COMMENTS/CONTINGENCIES

- Much needed resource.
- Only one resource of this type for this age level prepared in 1978 about Vancouver's Chinatown. This resource not as comprehensive and interdisciplinary as this project.

STAFF RECOMMENDATIONS

That M.E. fund this project to a maximum of $9,500.00. Evaluation due April 15, 1988.

1) That a copy of the unit be submitted by April 15, 1988.
2) That a final report re: implementation of resource be conducted and submitted by April, 1989.

CENTRAL PARK KINDERGARTEN SATELLITE

PR-SD1-404

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Juliette Sabot
SCHOOL DIVISION:
SCHOOL:

CENTRAL PARK KINDERGARTEN SATELLITE

DESCRIPTION OF NEED

To provide a kindergarten program for Central Park students until Sister MacNamara School is built.

The Neighbourhood Action Group is requesting $10,000.00 to purchase equipment and instructional materials for the classroom.

PROGRAM OBJECTIVE

To set up a kindergarten satellite program in the Central Park area.

PROJECT DESCRIPTION

In cooperation with Winnipeg School Division No. 1 the Neighbourhood Action Group will establish a satellite kindergarten program at 360 Cumberland House to serve approximately 50 students.

Teaching staff will be supplied by Winnipeg School Division No. 1 and program will be administered through Victoria-Albert school.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

No evaluation plans submitted.

RESOURCES REQUIRED

ME Contribution

Materials: $10,000.00

Personnel:

Division Contribution

Materials:

Personnel:

TOTAL PROJECT COSTS: Sept.-Dec. 1987 - $59,153.00
Annual Cost - $73,460.00

$30,000.00 contingent upon funding obtained from other sources.

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That contingent upon funding received from other sources, M.E. fund to a maximum of $10,000.00 to purchase equipment and instructional materials and that a detailed statement of expenditures be submitted.

INNER CITY INTER-SCHOOL POW WOW

PR-SD1-395

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 4, 1987

REGION: URBAN

SCHOOL DIVISION: Winnipeg No. 1

SCHOOL: Inner City Schools

RENEWAL:

NEW:

PILOT: X

REQUEST: $5,000.00

PROJECT: INNER CITY INTER-SCHOOL POW WOW

FILE NO: PR-SD1-395

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund this project to a maximum of $3,000.00. That the funds remaining in the Vertical Integrated project be redirected to this project. A report and financial statement to be submitted by June 30, 1987. This funding one time only and M.E. stresses the need to establish a broad based representative committee (from schools involved, parents, community and native organizations) to ensure that there is a strong commitment to continue this annual event. That committee be prepared to seek funding for this project from other potential funders.

RECOMMENDATION: $3,000.00

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION:
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Argyle

DESCRIPTION OF NEED

Focuses on inner city elementary, junior and high schools.

PROGRAM OBJECTIVE

To organize a spring event intended to involve students, staff, families and community agencies in a celebration that reflects the traditions vital to Native people in our inner city.

PROJECT DESCRIPTION

The project involves the organization and implementation of a First Annual Inner City Inter-School Pow Wow. The program would include contemporary music presentations, jigging, square dancing, popular theatre and craft art displays, with the pow wow ceremony as the central event.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

RESOURCES REQUIRED

ME Contribution

Materials: $3,200.00

Personnel: $2,000.00

Division Contribution

Materials:

Personnel:

TOTAL PROJECT COSTS: $5,000.00

COMMENTS/CONTINGENCIES

Need to establish a broad based representative committee (from schools involved, parents, community and native organizations) to ensure that there is a strong commitment to continue this annual event.

Committee needs to seek and establish commitment from other potential funders.

STAFF RECOMMENDATIONS

That M.E. fund this project to a maximum of $3,000.00. That the funds remaining for the Vertical Integrated Project be redirected to this project. A report and financial statement to be submitted by June 30, 1987.

RACISM/LOCAL GLOBAL CONNECTIONS CONFERENCE
FOR INNER CITY GRADE 11 STUDENTS
PR-SD1-402

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 2, 1987

REGION: URBAN

SCHOOL DIVISION: Winnipeg No. 1

SCHOOL: Winnipeg

RENEWAL:

NEW:

PILOT: X

REQUEST: $1,235.00

PROJECT: RACISM/LOCAL GLOBAL CONNECTIONS CONFERENCE FOR INNER CITY GRADE 11 STUDENTS

FILE NO: PR-SD1-402

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund this project to a maximum of $1,235.00. That the funds remaining in the Vertical Integrated project be redirected to this project. A conference report and financial statement to be submitted by June 30, 1987.

RECOMMENDATION: $1,235.00

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION:
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Division Wide

RACISM: LOCAL/GLOBAL CONNECTIONS - CONFERENCE FOR GRADE 11 STUDENTS

DESCRIPTION OF NEED

For Grade 11 inner city students and teachers in Winnipeg School Division No. 1 to deal with the topic of racism through the regular social studies curriculum during Multicultural Week May 4-16.

PROGRAM OBJECTIVE

1) To inform students of the existence of racism in Canada, past and present;
2) To explore some examples of racism as it exists elsewhere (i.e. South Africa);
3) To ask questions about racism. Why does it exist? How is it shown? What can be done about it?

PROJECT DESCRIPTION

A conference to be held Thursday, May 14, 1987 at the University of Winnipeg with a keynote speaker, student panel, workshop and plenary sessions.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

RESOURCES REQUIRED
ME Contribution

Materials: $1,235.00
Personnel:

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $1,235.00

COMMENTS/CONTINGENCIES

The conference provides a catalyst for both teachers and students to deal with the relevant topic of racism in a meaningful and legitimate manner.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $1,235.00. That the funds remaining in the Vertical Integrated Project be redirected to this project. A conference report and financial statement to be submitted by June 30, 1987.

ACTOR'S SHOWCASE

INVISIBLE KIDS/SKIN

PR-SD1-385

Manitoba

Education Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

7-20

DATE: March 30, 1987

REGION: URBAN

SCHOOL DIVISION: WINNIPEG S.D.#1

SCHOOL: INNER CITY SCHOOLS

RENEWAL:

NEW:

PILOT: X

REQUEST: $8,000.00

PROJECT: Performance of INVISIBLE KIDS/SKIN to inner city schools.

FILE NO: PR-SD1-385

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund 15 performances to a maximum of $6,000.00 contingent upon Manitoba Education staff involvement in determining participating schools and that a financial statement be submitted upon project completion.

RECOMMENDATION: $6,000.00

STRATHCONA PARENT CHILD CENTRE

PR-SD1-4C5

7-22

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: April 9, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: Strathcona School

RENEWAL:

NEW:

PILOT: X

REQUEST: $10,000

PROJECT: Strathcona Parent Child Centre

FILE NO: PR-SD1-405

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. provide interim funding to a maximum of $10,000 to cover salary and program costs; that any unexpended funds be redirected to Parent Child Centres Community Development Board and that a statement of expenditures be submitted.

RECOMMENDATION: $10,000

APPROVED

COMPLETED PROJECT UPDATES

PROJECTS COMPLETED 1986 - 87

PROJECT	SCHOOL	AMOUNT
Curriculum Development	Argyle	$25,600
Authors in Residence	Aberdeen/Hugh John Macdonald/ Isaac Newton	$10,000
Student Aid	Aberdeen/Argyle/R.B. Russell	$ 4,900
Computer Labs	Strathcona/King Edward/ Margaret Scott	$42,700
Language Arts Support	Fort Rouge	$26,350
I Love To Read Day	Division Wide	$ 1,000

OTHER INFORMATION

OTHER INFORMATION

PROJECT	PAGE #
Peer Counselling - Hugh John Macdonald - Interim Report	9-2
Counselling for the Multicultural Reality - Interim Report	9-10
Professional Development - Activities Update	9-17

PEER COUNSELLING

HUGH JOHN MACDONALD

INTERIM REPORT

PR-SD1-250

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 22, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Hugh John Macdonald

RENEWAL:

NEW: X

PILOT:

REQUEST: $46,700

PROJECT: Peer Counselling

FILE NO: PR-SD1-330

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $46,700 for the Peer Counselling program for one year only (1986/87) contingent upon Division submitting: a) confirmation that the position funded is in addition to existing staff; b) that the staff be experienced and trained in peer counselling; c) evaluation plan to be submitted by June 30, 1986. That Division contribution to be as follows: a) compiling an index of peer counselling activities and resources throughout Winnipeg; b) an outline for a professional development plan (for teachers wishing to establish a peer counselling program) to be submitted by the Student Services Consultant by April 15, 1987. That counsellor be encouraged to liaise with other peer counselling staff.

RECOMMENDATION: $46,700

HOLD FUNDS

INTERIM REPORT OF PEER COUNSELLING PROJECT

HUGH JOHN MACDONALD

This report is a description of the process and the activities undertaken in the development of the peer counselling program at Hugh John Macdonald. Also included is a brief outline of professional development and information sharing activities provided for personnel in other schools, school divisions and social agencies.

Nettie Harland co-ordinates the project and provides a leadership role in the delivery of peer counselling training. Working with Nettie in conducting the training sessions are Brian Marks, guidance counsellor, and Carmen Nembhardt, Child Guidance Clinic social worker with the grade nine peer counsellors; Sharon Pekrul, guidance counsellor, with the grade eight peer counsellors. Brian Marks will work with Nettie in starting a grade seven group of peer counsellors. In addition, Mike David, a counsellor-training student, Faculty of Education, University of Manitoba, also participated in some of the training sessions.

At Staff meetings held the end of August and beginning of September 1986, school staff were made aware of Inner City Initiative's support of the peer counselling project as an integral part of our school. Wayne Bembridge presented background development, philosophy, goals and benefit to students and staff of a peer counselling program. Nettie, Brian and Sharon followed these discussions with a presentation of implementation plans for the school year. Throughout the school year the trainers have had the opportunity to present reports on the progress of the project to staff. The support that the school's administrators Wayne Bembridge and Evelyn Oliver have given to the project in numerous ways is a significant factor in the success achieved to date.

GRADE NINE PEER COUNSELLING ACTIVITIES TO DATE:

Selection and Recruitment

September, 1986

- Presentations and demonstrations were provided for all grade nine classes.
- Each student completed a sociogram asking who they would talk to about a problem, who listens to them and who they think would make a good peer counsellor.
- Each student had the opportunity to sign up for peer counselling.

- Fifty-four (54) students applied.
- Applications and socio-gram nominations were cross-tabulated.
- The fifty-four applicants were then asked to complete a questionaire that inquired into their reasons for applying and their personal strengths for peer counselling.

October, 1986

- Each student who completed their questionaire was interviewed individually.

October 27th. A parents' meeting was held in the evening to inform parents of the project.

- Afternoon appointments were made for parents unable to attend the evening session.
- numerous telephone calls were made to parents and families that did not attend any parents' meetings.
- the ethnic teachers' aides were very helpful in contacting families and explaining the program.
- Parental permission forms were required.
- Eighteen students were chosen and able to attend.

Criteria for Selection:

- a keen interest in helping other students
- a commitment to staying in the program
- a sense of valuing the role of the helper
- willingness to complete missed class assignments
- permission from parents for residential training
- representation from the various ethnic, cultural and social groups within the school
- support of the teachers

Training Sessions

Each training session begins with a group check-in/sharing activity. Then followed with possible review of new learnings from last session. New skills and concepts are taught and then demonstrated by the trainers. Participants then work with partners practicing the new skills while leaders work with each group assisting, teaching and monitoring progress.

October 29th. - 30th.

- residential training held at Villa Maria, St. Norbert.
- trainers and supervisors were Nettie Harland, Brian Marks and Carmen Nembhardt.
- sixteen hours of intensive group work and counselling skills training took place.
- content focus was on orientation, expectations, building of group rapport, journal writing, verbal and non-verbal communication, attending skills and the F.E.L.O.R. model.

Saturday, November 15th.

- full day session (9:00 a.m. - 3:30 p.m.) at Hugh John Macdonald
- content focus was roadblocks to communication, introduction to empathic listening, recognizing feelings and content in communication.

Friday, November 21st.

- morning session at Hugh John Macdonald
- peer counsellors and trainers, Nettie, Brian and Sharon met students in Current Issues in Education class, Faculty of Education, University of Manitoba to outline the peer counselling program. The peer counsellors demonstrated skills learned and discussed their experiences in response to questions posed.

Tuesday, November 25th.

- afternoon session (12:30 p.m. - 3:30 p.m.) at Freighthouse.
- content focus was on empathic listening - a more informal response and on use of open and closed questions.

Saturday, November 29th.

- full day session at Hugh John Macdonald
- content focus was on practice and review of empathic listening responses, ie. responding to feeling and then to content. Introduction of "self disclosing messages" - "you" messages, and "I" messages.

Saturday, December 6th.

- full day session at Hugh John Macdonald
- content focus was on facilitative feedback model, practicing giving positive and negative feedback; introduced and discussed concept of values; Five-step decision-making model.

Monday, December 8th.

- afternoon session at Freighthouse
- content focus was ethics, code of ethics, and important confidentiality and referral.

Tuesday, December 9th.

- one period in morning at Hugh John Macdonald was a meeting with the Klinic peer counsellors. Members from each group discussed their program experiences and demonstrated skills learned.
- afternoon session at Marilyn Mealha's house, final training wrap-up and Christmas social activity.

December 1986

- Phase I and II was completed by December 9, 1986.

January - April 1987 Phase III content workshops and Phase IV Supervised practicum.

At all workshops Nettie Harland was present together with the presenters invited. The supervision is being carried out by Carmen Nembhardt and Nettie Harland. Time was allotted for the grade nines for participation in the career programming, the Career Symposium and Science Fair preparations; the peer counselling schedule was worked around these programs.

Tuesday, January 13th.

- Workshop on "Teenage Depression and Suicide", presenter was Dr. Ying Ho, psychologist, Child Guidance Clinic. Focus was on signs, and role of peer counsellor.

Friday, February 13th.

- Meeting with Lee Smith, Reproductive Health Educator, to evaluate commericals being prepared by C.A.F.L.E. for airing for an adolescent audience.

Monday, February 16th.

- afternoon session - preparation for introductions of peer counsellors and presentation of peer counselling program to all classes in the school.

Friday, February 27th.

- Presentation of peer counsellors and program to an assembly of all the grade nine students.

Thursday, March 12th.

- Workshop with Nettie and Brian- "Introduction to Personal Safety."

Monday, March 16th.

- Workshop - continue on "Personal Safety and Decision-Making" - used video tape

Tuesday, March 17th.

- Workshop on "Family Violence" - presenter was Toni Nelson, Director of Education, Manitoba Committee on Wife Abuse.

Wednesday, March 25th.

- Introduction of peer counsellors and presentation of their experiences with the peer counselling program to each of the five grade eight classes.

Friday, March 27th.

- survey of peer counsellors for evaluation.

Thursday, April 9th., & 16th.

- introduction of peer counsellors and presentation of their experiences with the program to five grade seven classrooms.

The classroom presentations have increased the counsellors comfort with speaking to groups, their visibility within the school and the interest in peer counselling. It has also created a high interest for our recruitment of grade seven peer counsellors for the beginning of May.

GRADE EIGHT PEER COUNSELLING ACTIVITIES TO DATE:

The trainers/leaders for the grade eight peer counselling are Sharon Pekrul and Nettie Harland.

The recruitment procedure was similar to the one followed for grade nines with the exception that the eights were already aware of the program. The selection criteria were the same and the training activities and materials were also identical.

November/December 1986

- Recruitment

January 1987

- Application review and interviews with each applicant. Fifty-one grade eight students applied. Seventeen were selected.

January 21st. & 22nd.

- Grade eight peer counsellors residential training at Villa Maria.

January - March 1987

- Continued with the peer counselling training on Saturdays and some school time. To date, two-thirds of the training is complete. The remainder will be complete by the end of April.

The final report will contain a more detailed account of the grade eight peer counselling program.

Beginning in May grade seven students will be chosen to begin an in-school peer counselling training. It is expected that this will provide the basis and an early start to a group for next year.

COUNSELLING FOR THE MULTICULTURAL REALITY

INTERIM REPORT

PR-SD1-324

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Division Wide

RENEWAL:

NEW: X

PILOT:

REQUEST: $14,000

PROJECT: Counselling for the Multicultural Reality

FILE NO: PR-SD1-324

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $20,000 for one year only contingent upon Division implementing a native component in a parallel initiative. Funding for native component ($10,000) on hold until receipt of plan by December 31, 1986. Evaluation plan to be submitted by June 30, 1986. Final evaluation due April 15, 1987.

RECOMMENDATION: $20,000

HOLD FUNDS.

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL:

RENEWAL:

NEW: X

PILOT:

REQUEST: $10,000

PROJECT TITLE: Multicultural Reality

FILE NO: PR-SD1-324

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund Native Component $10,000 for spring/87 following receipt of the program plan to be submitted by December 31, 1986.

HOLD FUNDS

RECOMMENDATION: $10,000

EXECUTIVE SUMMARY

The Counselling for the Multicultural Reality was an in-depth training program consisting of an intensive three-day workshop conducted by Dr. Neil McDonald, a cross cultural specialist, and two follow-up sessions organized and conducted by Division consultants in pupil services and multicultural education. The purpose of the training program was to (a) increase ESL teachers' and counsellors' awareness and knowledge of the socio-emotional needs of ESL students and their families, (b) to improve the delivery of counselling services to ESL students and families, and (c) to improve communication and liaison between the ESL and counselling departments.

The purpose of the evaluation was to determine whether ESL staff, guidance counsellors and related school personnel had developed a greater awareness of issues, obstacles, and needs of multicultural groups through participation in the training program. Data were collected from a survey distributed prior to the training program, an evaluation of the three-day workshop and two follow-up sessions, and attendance information.

The results indicated that the people participating in the training program were the people for whom the program was developed (i.e., ESL teachers, guidance counsellors, community liaison workers, CGC clinicians, etc.). The majority of these people were counselling ESL students and seeing them on a daily to weekly basis. Most participants also counselled ESL families, but on a less frequent basis (monthly).

The content and format of the training program were rated very positively. Participants felt that the three-day workshop was excellent and found the follow-up session very useful and effective.

The overall participation rate was low mainly due to the enrolment limits imposed by Dr. McDonald. A greater portion of intended secondary schools (88%) had at least one ESL teacher or guidance counsellor attend the training program then did targetted elementary schools (33%).

Based on these results it was recommended that:

- the effects of the training program on the delivery of counselling services to ESL students and families be assessed.
- the effects of the training program on staff be assessed.
- information be gathered from the various ethnic communities as to the counselling needs of ESL families that can be provided through the school.
- more opportunities for training be provided so that a greater portion of the staff may participate.
- both secondary and elementary staff attend all training sessions together.

information they learned to other school staff. As a note, some participants conducted school inservices after attending the training program (see Appendix D). Table 7 indicates that 7 of 8 (87.5%) secondary schools had at least one ESL teacher and at least one counsellor attend the training program. For elementary schools, 4 of 12 schools (33.3%) had at least one ESL teacher attend and 3 of 9 (33.3%) schools had a counsellor participate.

These figures should be interpreted with some caution because secondary staff had two opportunities to participate in the training program, whereas, elementary staff had only one opportunity. The training program conducted in October was intended for secondary staff, while the program held in January was intended for elementary. Secondary staff who missed the fall training program were able to participate in the January program. As well, many of the elementary staff had used all of their allotted inservice days by January, according to one of the organizers. What the figures indicate is a large portion (60%) of the intended staff were unable to participate in the training program.

RECOMMENDATIONS

Based on the data presented above, the following recommendations can be made regarding the Counselling for the Multicultural Reality training program:

1. That the effects of the training program on the delivery of counselling services to ESL students and families be assessed. That is, to determine if counselling services have improved for ESL students.
2. That the effects of the training program on staff be assessed. That is, to determine if staff who are counselling ESL students have acquired the skills they were taught during the training program.
3. That information be gathered from the various ethnic communities as to the counselling needs of ESL families that can be provided through the school.
4. That more opportunities for training be provided so that a greater portion of the staff may participate.
5. That both elementary and secondary staff attend training programs together.

PROFESSIONAL DEVELOPMENT ACTIVITIES UPDATE

ALTERNATE PROGRAM TEACHER SUPPORT GROUP

The Alternate Program Teacher Support Group, has met four times (December 4, February 20, March 23, May 4).

Sessions have been held at General Wolfe School, Sisler, Hugh John Macdonald and Rossbrook House.

Topics addressed at sessions have included Theme Centred Interaction; Program Planning/Development Strategies; Concrete Mathematic Materials and Strategies.

In addition, school program presentations have been made by Aberdeen, Sisler, General Wolfe, and Rossbrook House.

Other areas addressed at sessions have included: in-school support systems; setting of objectives; classroom management and organizational strategies.

Plans for autumn sessions are currently being developed.

SPECIAL NEEDS TEACHERS SUPPORT GROUP

The Special Needs Teachers Support Group has experienced three half day sessions (**December 4, March 17, April 28**) thus far, with a fourth planned for late May.

Sessions have been held at Norquay School, at David Livingstone School, and at the Diagnostic Learning Centre.

At each session (as determined at the December session) there has been a presentation topic of a general theme, with individual program presentations, sharing of information about resources, strategies, etc. and time to plan future sessions and activities.

To date, specific areas addressed here included Low Incidence Funding, results of the 1986 evaluation, the Diagnostic Learning Centre, specific workings of the programs at Norquay, Mulvey, King Edward and David Livingstone, as well as numerous other "shared" ideas.

The May session will involve planning for autumn sessions.

GP/eds

INNER CITY CONFERENCE

The Division would like to defer specific planning for the proposed conference, until autumn, due to staff changes in the responsibility for coordinating the project.

INTER SCHOOL VISITATION

The Inter School Visitation project will be addressed in September.

At this time, the Division is examining several strategies, at the level of school administration, that may well impact upon the details of such a project. (Administrators are currently involved in a series of inservice sessions, focussed on Inner City needs.)